

Education Statistics Digest 2021



Ministry of Education
SINGAPORE

Moulding The Future of Our Nation

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PREFACE

We are pleased to present the 2021 edition of the Education Statistics Digest. The Digest provides basic statistical information on education in Singapore in 2020. This information includes data on schools, enrolment, teachers, educational outcomes, employment outcomes and finances.

The Digest is divided into three sections.

- a. The first section contains statistics on primary, secondary and pre-university education.
- b. The second section covers post-secondary education i.e. the Institute of Technical Education (ITE), the two publicly-funded arts institutes (LASALLE College of the Arts and Nanyang Academy of Fine Arts (NAFA)), the polytechnics and the autonomous universities.
- c. The third section shows time series on major education indicators to give you a historical perspective of the developments and trends in education over the years.

You can download the statistics in machine-readable format on www.data.gov.sg and in Tableau from www.moe.gov.sg/about-us/publications/education-statistics-digest.

We hope you find this information useful. If you have any queries, please email contact@moe.gov.sg.

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RESEARCH AND MANAGEMENT INFORMATION DIVISION
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The Singapore Education Landscape

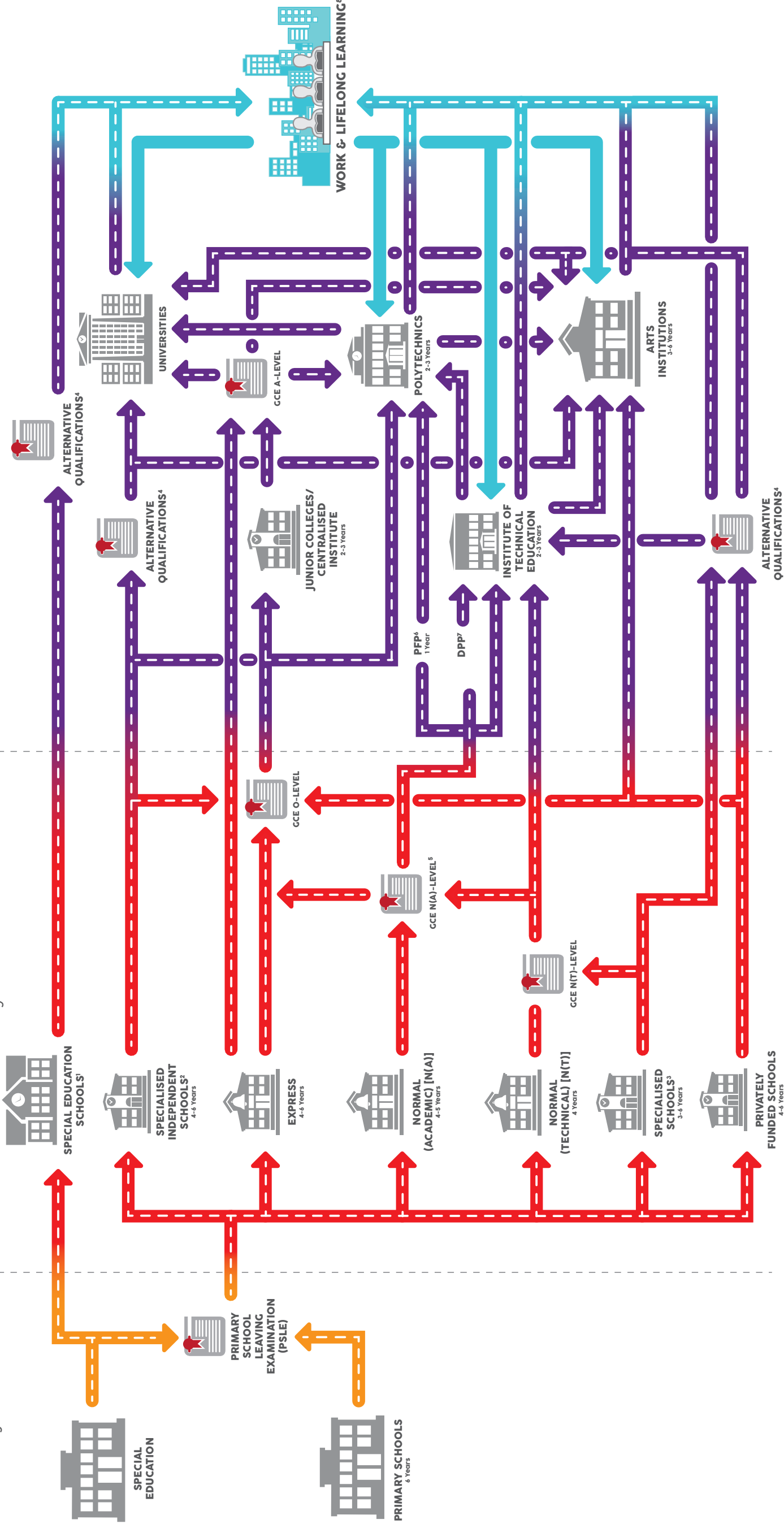
PRIMARY

6 years

SECONDARY

4-5 years

POST-SECONDARY



¹ Students in special education schools which offer the national primary curriculum will sit for PSLE. Some students in Pathlight School who take the national secondary curriculum may also sit for the GCE N- or O-Level examinations. Note: This has not been fully represented in the graphic.

² Specialised Independent Schools offer specialised education catering to students with talents and strong interests in specific fields, such as the arts, sports, mathematics and science, and applied learning. These schools are the School of the Arts, Singapore Sports School, NUS High School of Mathematics and Science, and the School of Science and Technology. Eligible students of the Singapore Sports School can progress directly to Republic Polytechnic. Eligible students of the School of the Arts can pursue a diploma programme at the Nanyang Academy of Fine Arts via special admissions after their fourth year of study.

³ Specialised schools offer customised programmes for students who are inclined towards hands-on and practical learning. Some also offer N(T)-Level exams. These schools are Northlight School, Assumption Pathway School, Crest Secondary School and Spectra Secondary School.

⁴ Alternative Qualifications refer to qualifications not traditionally offered at mainstream schools in Singapore.

⁵ Secondary 4N(A) students who do well in their GCE N(A)-Levels can apply for the Nanyang Academy of Fine Arts (NAFA) Foundation Programme (NFP). NFP is a full-time, one-year practice-based programme that prepares students to pursue a diploma in the creative arts at NAFA. Successful applicants will be given a provisional offer of admission to the diploma courses. Upon successful completion of the NFP, students will be offered a place in their chosen diploma courses.

⁶ The Polytechnic Foundation Programme (PFP) is a diploma-specific foundation programme conducted by the polytechnics over two academic semesters for students who have completed Secondary 4N(A). Students who successfully complete the PFP may progress directly into the first year of their respective polytechnic diploma courses.

⁷ The Direct-Entry Scheme to Polytechnic Programme (DPP) is a through-train pathway to polytechnics via ITE, for students who have completed Secondary 4N(A). DPP students who successfully complete a two-year Higher Nitec programme at ITE and attain the required qualifying Grade Point Average (GPA) scores are guaranteed a place in a polytechnic diploma course mapped to their Higher Nitec course.

⁸ Adults and working professionals are encouraged to upskill and reskill through quality learning options in lifelong learning provided by our Institutes of Higher Learning as well as Singapore Workforce Skills Qualifications (WSQ) training providers accredited by SkillsFuture Singapore.

Note: Students can opt to transfer laterally between Express, N(A) and N(T), if they are assessed to be more suitable for these courses. (This has not been fully represented in the graphic).

OVERVIEW OF SINGAPORE'S EDUCATION SYSTEM

Singapore's education system aims to bring out the best in every child. We aspire for every person gone through the Singapore Education system to embody the Desired Outcomes of Education. These outcomes emphasise education fundamentals: nurturing whole individuals in the moral, cognitive, physical, social and aesthetic spheres. In sum, learners who are:

- **Confident persons** who have a zest for life, have a strong sense of right and wrong, are adaptable and resilient, know themselves, are discerning in judgment, think independently and critically, and communicate effectively;
- **Self-directed learners** who take responsibility for their own learning and question, reflect and persevere in the lifelong pursuit of learning;
- **Active contributors** who are able to work effectively in teams, exercise initiative, take calculated risks, are innovative and strive for excellence; and
- **Concerned citizens** who are rooted to Singapore, have a strong civic consciousness, are responsible to their family, community and nation and take active roles in improving the lives of others.

Our students have different learning needs, abilities and aptitudes. Our multiple educational pathways cater to students with different strengths and interests, developing each child to his or her fullest potential.

We seek to nurture the whole child and develop them into lifelong learners, with an enduring core of competencies to thrive in the 21st century. Our schools provide a rich diversity of learning experiences for our students. On top of building a strong foundation in literacy and numeracy, we also cater to their educational needs in physical, aesthetic, moral, social and emotional aspects, and develop them holistically. Besides academic learning, students can develop their interest and talent in music, arts, and sports through co-curricular programmes and outdoor education. These learning experiences also give them opportunities to hone their leadership skills, as well as social and emotional competencies. There are also opportunities for our students to contribute to communities through Values-in-Action programmes, as well as Applied Learning experiences. In addition, our schools offer education and career guidance to help our students discover their interests and strengths and choose the pathways that allow them to achieve their fullest potential.

All these experiences help to cultivate in our students qualities such as creativity, collaboration, and compassion – life skills that are essential in a rapidly changing world. Through nurturing the joy of learning and encouraging 'entrepreneurial dare', our students can develop the intrinsic motivation to explore and discover their interests as well as pursue their passions. We also want to inculcate in them values such as respect, responsibility, resilience, integrity, care and harmony, all of which are important for a cohesive, multi-racial and multi-cultural society.

The bilingual policy, a cornerstone of our education system, requires students to offer two languages: English Language and an official Mother Tongue Language. This enables them to connect with people from different backgrounds in a multi-cultural

environment, and allows them to thrive in a diverse, globalised world. It also equips them with the language and cultural competencies to appreciate their culture and heritage.

Teachers form the core of Singapore's education system. We are committed to nurturing and motivating our teachers to grow and reach their personal and professional best, in line with their aspirations and interests. Our teachers receive rigorous and evidence-based pre-service training at the National Institute of Education and have many opportunities for in-service development to build up their competencies. Teacher academies, language institutes, and HQ divisions foster a strong culture of professional excellence, underpinned by a philosophy of teacher ownership and teacher leadership (TOTL) for professional development.

Parents and the community also play a crucial role in the holistic education of our students, and we encourage them to work together with schools to create a caring and conducive learning environment in schools, at home, and in the community.

PRIMARY EDUCATION

At the primary level, students go through a compulsory six-year course designed to give them a strong educational foundation. This includes developing literacy, numeracy, and problem-solving skills, building character, and nurturing sound values and good habits.

Besides English Language, Mathematics, Science and Mother Tongue Language, students also take subjects like Art, Music, Character and Citizenship Education (CCE), Social Studies, and Physical Education. These subjects expose our students to different areas of study at an early stage to allow them to discover their interests and talents, equip them holistically with a range of knowledge and skills, and provide teachable moments to develop in them the core values that define a person's character and sense of responsibility to society. After the initial foundation stage (Primary 1 to Primary 4), students can take English Language, Mathematics, Mother Tongue Language and Science at either the foundation or standard level at Primary 5 and Primary 6. Students who do well in their Mother Tongue Language may also offer Higher Mother Tongue Language.

At the end of Primary 6, students take the Primary School Leaving Examination (PSLE), which gauges their academic strengths and guides them to subjects and subject levels in secondary school that suit their academic learning and pace. Students can also seek admission to a secondary school based on their demonstrated and potential talents across a diverse range of areas (such as arts and sports) through the Direct School Admission (DSA) exercise.

Teachers consider the ability of their students when designing lessons and assessment tasks to ensure that they are able to learn at a pace that best suits them. Students who require more help in acquiring literacy and numeracy skills will receive additional support through targeted programmes that combine flexible teaching approaches and small group instruction so that they can learn at a more manageable pace. The Gifted Education Programme (GEP), meanwhile, caters to the educational needs of intellectually gifted students. High ability learners who are not in the GEP can

also benefit from the enriched learning derived from school-based and MOE-run programmes.

We will continuously seek to make learning more enjoyable and meaningful for students, while developing the desired skills and values that will put them in good stead for the future. We will also continue to place greater emphasis on training teachers to further enhance teaching pedagogies and holistic assessment.

SECONDARY EDUCATION

At the secondary level, we offer three courses designed to match students' academic progress and interests.

- **Express Course.** This is a four-year course leading to the Singapore-Cambridge General Certificate of Education (GCE) O-Level certification. Students learn English and a Mother Tongue Language¹, as well as Mathematics, the Sciences and the Humanities as compulsory subjects, together with elective subjects of their choice.
- **Normal (Academic) [N(A)] Course.** This is a four-year course leading to the GCE N(A)-Level certification. Students learn subjects similar to those offered in the Express course. Those who do well at the N(A)-Level will qualify to progress to Secondary 5 to take the O-Level examination. Since 2013, as alternatives to progression to Secondary 5, students who do well at the N(A)-Level may progress to the polytechnics through (i) a one-year Polytechnic Foundation Programme (PFP); or (ii) a two-year Direct Entry Scheme to Polytechnic Programme (DPP) via a *Higher Nitec* course at the Institute of Technical Education (ITE).
- **Normal (Technical) [N(T)] Course.** This is a four-year course leading to the GCE N(T)-Level certification. Students learn English and a Mother Tongue Language, Mathematics, and subjects with technical or practical emphases to enhance experiential and practice-oriented learning.

While students may initially be placed in a particular course, there are opportunities for lateral transfers throughout secondary school. With Subject-Based Banding (Secondary) [SBB (Sec)], students from the N(A) and N(T) courses can take some subjects at a more demanding level from Secondary 1 if they perform well in these subjects at the PSLE. As students progress in secondary school, they will continue to have more opportunities to take subjects at more demanding levels at various junctures if they demonstrate an aptitude for the subjects.

To further customise learning to each student's needs, MOE will be embarking on Full Subject-Based Banding (Full SBB), which is being progressively adopted by secondary schools between 2020 and 2024. Under Full SBB, stream labels will be phased out and students can offer a range of subjects at three levels based on their

¹ Students can opt to study Mother Tongue at either the standard, higher, or Syllabus B levels depending on their ability and eligibility.

subject-specific abilities: G1, G2, G3 (G stands for General), mapped from today's N(T), N(A) and Express standards respectively. At the end of their secondary education, all students will sit for a common national examination with subjects offered at the G1, G2 and G3 levels. The Singapore-Cambridge GCE N(T)-, N(A)-, and O-Level examination certificates will be replaced by the common Singapore-Cambridge Secondary Education Certificate from 2027.

All secondary schools have distinctive programmes to better support students' diverse learning needs, interests and talents. In particular, the Applied Learning Programme (ALP) and Learning for Life Programme (LLP)² offer students more opportunities to develop 21st Century Competencies (21CC) through applying classroom learning and acquiring life skills in authentic contexts. Elective Modules and Advanced Elective Modules complement the national curriculum and expose students to applied learning options in the ITE and Polytechnics. Interested and able students may also offer Applied Subjects at various schools to pursue specific areas in greater depth. Co-curricular programmes such as Co-Curricular Activities and Values-in-Action also give students opportunities to situate their learning in the real world.

To promote the holistic development of our students, all secondary schools have access to quality art and music programmes. In addition, the Art and Music Elective Programmes, as well as the Enhanced Art and Music Programmes, enable students with interest and potential in art and music to further develop their passion and talent. Physical Education engages students in a wide range of physical activities and sports, and develop character and values in the process. Outdoor Education imbues the values of resilience, ruggedness and tenacity in students, as well as the ability to work well in teams, through experiences that cannot be replicated in classrooms.

To help students make better informed education and career choices in school and beyond, Education and Career Guidance (ECG) is implemented through a developmentally appropriate and structured approach. It is delivered through an ECG curriculum that is complemented with the MySkillsFuture student portal, ECG experiences, and counselling. The MySkillsFuture student portal provides up-to-date education and career/industry information and tools to help students understand their interests, values, abilities and education and career choices. ECG experiences, such as ECG talks and fairs, and learning journeys to education institutions/industries, help students raise their self-awareness and guide their education and career planning.

The following schools and programmes form part of our diverse secondary school landscape to suit the unique needs of every child:

- **Specialised Schools.** NorthLight School and Assumption Pathway School cater to students who are not eligible for the N(T) course based on their PSLE performance. Students graduate from these two schools with the ITE Skills

² Independent Schools, Autonomous Schools, Schools with Integrated Programme, Specialised Independent Schools and Specialised Schools already have their own distinctive programmes, and hence, are not included within the ALP/ LLP framework.

Certificate (ISC), which prepares them for employment or admission into the ITE.

- **Specialised Schools for Normal (Technical) Students.** Crest Secondary School and Spectra Secondary School cater to students who are eligible for the N(T) course and prefer a more hands-on and skill-based learning experience. Students from the two SSNTs offer N(T)-level English Language, Mathematics and Mother Tongue Language and the ITE Skills Certificate (ISC), which will be replaced by the ITE Skills Subject Certificate (ISSC) from the 2021 Secondary 3 cohort onwards. Selected students also offer N(T)-level Science, or N(A)-level subjects.
- **Specialised Independent Schools.** The NUS High School of Mathematics and Science, School of Science and Technology, School of the Arts, and Singapore Sports School cater to students with talents and strong interests in mathematics and science, applied learning, arts, and sports respectively.
- **Integrated Programme.** The Integrated Programme (IP) provides a six-year programme for academically-strong students who can benefit from broader learning experiences in both academic and non-academic aspects, using the time freed-up from bypassing the GCE O-Level examination. The IP leads to the GCE A-Level examination, International Baccalaureate diploma, or NUS High School diploma at the end of six years.

SPECIAL EDUCATION (SPED)

MOE's goal for students with Special Educational Needs (SEN) is to enable each student to optimise their potential, and lead an independent and meaningful life. Our approach is to place each child in a quality educational setting that can best serve their needs.

- **Mainstream Schools.** Students with SEN who have the cognitive abilities and adaptive skills to access the national curriculum and mainstream learning environment are supported in mainstream schools. Our schools have teachers and specialised manpower equipped with the specialised knowledge and skills to support children with SEN. They also run support programmes, utilise assistive learning devices, and offer other itinerant school-based educational support services provided by Social Service Agencies (SSAs).
- **Special Education (SPED) Schools.** Students who require more intensive and customised SEN support are supported in Government-funded SPED schools. There are 19 Government-funded SPED schools run by 12 SSAs. These schools collectively serve students with a range of disability profiles. Guided by MOE's SPED Curriculum Framework and with support from Allied Professionals, SPED schools are able to deliver quality customised curriculum and pedagogy for their diverse student profile. Together with strong community support, SPED schools prepare students to achieve the desired outcomes of SPED in the three areas of Living, Learning and Working, for integration into society to lead meaningful lives.

POST-SECONDARY EDUCATION

After Secondary 4 or Secondary 5, students may proceed to one of the following post-secondary education institutions.

- **Junior Colleges / Millennia Institute.** Students can apply for pre-university education at the junior colleges (two-year course) or Millennia Institute (three-year course) leading to the GCE A-Level certification or the International Baccalaureate diploma (for Anglo-Chinese School (Independent) and St Joseph's Institution). To ensure a good breadth of skills and knowledge, students attempting the GCE A-Level examination take at least one contrasting subject, i.e. at least one subject from Mathematics and the Sciences and at least one subject from the Humanities and the Arts.
- **Singapore Sports School / School of the Arts, Singapore (SOTA).** Students with talent and strong interests in sports or the arts can apply for a specialised education leading to the International Baccalaureate career-related programme at SOTA, a Diploma in Business Studies at the Singapore Sports School, or the International Baccalaureate Diploma at both schools.
- **Polytechnics.** Students interested in pursuing a more practice-oriented pathway may apply for full-time diploma courses at the Polytechnics. The Polytechnics typically admit students with O-Level qualifications, or ITE's *Nitec* and *Higher Nitec* qualifications, and top-performing Secondary 4 N(A) students may apply for entry to the Polytechnics via the Polytechnic Foundation Programme in lieu of Secondary 5. The polytechnics also admit working adults with relevant work experience through the Polytechnic Early Admissions Exercise.

One of the features of a polytechnic education is the strong emphasis on practice-based learning. Work attachments with industry partners are part of the curriculum and can vary in duration from six weeks to six months or longer for selected courses. These provide students with valuable on-the-job experience and the opportunity to work with industry experts. Polytechnic graduates who wish to further their studies may be considered for admission to the universities based on their diploma qualifications.

The polytechnics also offer part-time programmes at diploma and post-diploma level designed for adult learners who want to deepen their knowledge and skills across a range of disciplines and industries.

- **Part-time diploma** courses are designed to be modular and more compact than full-time diploma courses, to provide more flexible and accessible upgrading opportunities for adult learners.
- **Post-diploma** courses cater to working professionals who are diploma or degree holders. They are modular, shorter in duration than diploma courses, and mostly designed for part-time study. These include the Advanced Diploma and Specialist Diploma courses that cater to adults seeking to deepen their skills and knowledge in the field they are trained

or practising in, and Diploma (Conversion) courses that cater to adults seeking training in a different discipline so as to facilitate career switches.

- **Work-Study Post-Diploma (WSPostDip)** programmes (previously known as the “SkillsFuture Earn and Learn” programmes) are 12- to 18-month work-study programmes that give polytechnic graduates a head-start in careers related to their discipline of study. WSPostDips provide opportunities for graduates to build on the skills and knowledge they acquired in school, and support their transition into the workforce. WSPostDip trainees undergo structured workplace learning, mentorship and facilitated learning, and receive a \$5,000 sign-on incentive (for Singaporeans only) and industry-recognised certification upon completion.
- **Institute of Technical Education (ITE).** ITE taps on industry expertise via its extensive partnerships and collaborations to ensure its graduates are well-equipped with skills needed by the industry, and offers internship opportunities that provide students with meaningful work-based learning under the guidance of industry mentors.

Students may also apply to ITE to pursue technical or vocational education, either through full-time *Nitec* or *Higher Nitec* courses, or traineeship programmes conducted in partnership with employers. ITE typically admits N-level holders into *Nitec* courses, and O-Level holders into *Higher Nitec* courses, but Secondary 4 N(A) students who meet the eligibility requirements may apply for entry to selected *Higher Nitec* courses via the DPP, which prepares students for progression into polytechnic diploma courses.

ITE graduates who wish to further their education can be considered for admission to ITE’s Technical Diploma and Work-Study Diploma (WSDip) programmes. WSDip programmes at ITE are 2.5 to 3 year Work-Study programmes that are open to fresh and in-employment ITE graduates. ITE’s WSDip provides trainees with a hands-on, skills-based and apprenticeship-based training pathway. WSDip courses are co-developed and co-delivered by ITE and partner companies, with structured on-the-job training at partner companies’ workplaces comprising 70% of the total curriculum time. WSDip trainees are full-time employees of partner companies and receive a salary for the duration of their course. Eligible WSDip trainees (Singaporeans only) will receive a \$5,000 sign-on incentive.

For adult learners who wish to resume or continue with academic upgrading at the secondary level, ITE offers MOE-subsidised lessons from Secondary One Normal to N- and O-Level under its General Education Programme. ITE also conducts skills evaluation tests for experienced workers, in addition to instructional skills and related programmes for industry trainers. ITE also offers part-time *Nitec*, *Higher Nitec*, *Specialist Nitec* and ITE Skills Certificate (ISC) courses. They are offered in modular form, giving participants the flexibility to sign up for training based on their needs.

- **Arts Institutions.** Students interested in the creative arts at the tertiary level can enrol in programmes offered by the LASALLE College of the Arts (LASALLE) or the Nanyang Academy of Fine Arts (NAFA). These institutions offer a range of publicly-funded, practice-based degree and diploma programmes in the areas of visual, applied and performing arts.

NAFA also offers the NAFA Foundation Programme (NFP), a 35-week programme that aims to strengthen students' foundation in various creative arts disciplines to better prepare them for entry into NAFA's diploma programmes. N(A)-level students who demonstrate interest and aptitude in the arts and meet the eligibility requirements may apply for the NFP. Successful applicants will be given an offer of admission to their chosen diploma courses, conditional upon the successful completion of the NFP.

Universities

The Autonomous Universities (AUs) prepare students not only to enter today's workforce but also to thrive in the future economy with new jobs and challenges that do not yet exist today. In recent years, they have moved beyond providing an undergraduate education for fresh school leavers, and also offer more Continuing Education & Training (CET) programmes to support graduates throughout their journey of lifelong learning. There are six publicly-funded AUs in Singapore.

- **National University of Singapore (NUS)** is a comprehensive and research-intensive university with 17 faculties, 23 university-level research institutes/centres, and three Research Centres of Excellence (RCEs). Its international collaborations include the setting up of a second medical school with Duke University, a music conservatory with John Hopkins University, and Singapore's first liberal arts college with Yale University.

NUS is known for its pioneering 'NUS Overseas Colleges' programme, which develops entrepreneurial acumen in students, as well as strong global programmes such as student exchange, and double degree and joint degree programmes with some of the world's top universities. NUS launched the College of Humanities and Sciences (CHS) in December 2020, which offers a broad-based, interdisciplinary education spanning the Faculty of Arts and Social Sciences (FASS) and the Faculty of Science (FoS).

- **Nanyang Technological University (NTU)** is a comprehensive and research-intensive university with a strong focus on engineering, science, and technology. In addition to its five colleges, NTU also has the Lee Kong Chian School of Medicine, which was established in collaboration with Imperial College London, and aims to be a model for innovative medicine education and a centre for transformative research. Graduates will have a strong understanding of the scientific basis of medicine, with an emphasis on technology, data science and the humanities.
- **Singapore Management University (SMU)** is a specialised and research-intensive university that offers undergraduate and postgraduate programmes across six schools. Its holistic undergraduate degree programme develops

students into broadly educated individuals, with depth of discipline knowledge and adaptability to thrive in a changing world. Every SMU student will undertake experiences such as global exposure, community service, internships, and a core curriculum that forms the root intellectual experience for all students.

SMU's 100% seminar-based pedagogy fosters strong interaction and collaboration. Students also take the SMU-X curriculum, which allows them to work on real-world industry issues under the guidance of faculty and industry partners.

- **Singapore University of Technology and Design (SUTD)** is a specialised and research-intensive university, with a multi-disciplinary human-centric and design-focused curriculum. It offers unique architecture and engineering, and more recently, the world's first design and artificial intelligence degree programmes that equip students with the relevant skills to create products, systems and services to address real-world challenges.

Grounded in Science, Technology, Engineering and Mathematics (STEM), SUTD's hands-on curriculum exposes students to the liberal arts, humanities and social sciences with the purpose of training critical thinkers, and incorporates elements of entrepreneurship, management, and design thinking. The first three semesters are taught in a distinctive "cohort-based classroom" format, where students study foundational subjects and learn collaboratively in small group cohorts of about 50 students.

- **Singapore Institute of Technology (SIT)** pioneered the applied degree pathway, with a focus on science and technology. It offers its own applied degrees and degree programmes offered in partnership with reputable overseas universities that strongly emphasise practice-oriented learning and connection with industry.

The Integrated Work Study Programme is a distinctive feature of SIT degree programmes. During the course of their studies, students can undertake 6 to 12 months of relevant work to develop specialised skills in their chosen field.

- **Singapore University of Social Sciences (SUSS)**³ provides an applied education that targets both fresh school leavers and adult learners, in the domain of the social sciences, and disciplines that have a strong impact on human and community development. It offers more than 70 undergraduate and graduate programmes in five schools.

These programmes are available in full-time and part-time study modes to cater to the fresh school leavers and working adults. The university's diverse student profile allows fresh school leavers to take classes alongside more mature part-time students with work experience, which provides a rich and unique learning experience.

³ Known as SIM University (UniSIM) prior to 2017.

- **University of the arts.** In March 2021, MOE announced that Singapore's first university of the arts would be established in an alliance between LASALLE and NAFA. Unlike Autonomous Universities, this will be a private university of the arts, supported by the Government. Within the alliance, LASALLE and NAFA will remain separate legal entities and distinct colleges offering their own programmes. A new central body will be set up within the alliance to drive synergies between both colleges and support the awarding of degrees in the name of the new university. The new university of the arts is expected to be set up within the next three to four years.

Work-Study Degrees (WSDegs)

Since 2017, the AUs have launched WSDegs to further tighten the nexus between education and training. These programmes feature increased employer involvement, where the companies and AUs co-design and co-deliver curricula that closely interconnect theory and practice, as well as co-assess students' performance at the workplace. They can be delivered through one of the following modes: (i) term-in/term-out, where trainees alternate between spending one to two terms in university and at the workplace; (ii) work-day/study-day, e.g. trainees alternate between working three days in the company, and studying the remaining two days in university each week; or (iii) a combination of the two.

Lifelong Learning Units

Lifelong learning units have been set up to coordinate and oversee programmes that cater to adult learners, including ramping up the delivery of shorter, bite-sized courses. Some of these lead to micro-credentials such as Graduate Certificates, which provide recognition without a need to further commit to longer term studies. The universities are also expanding lifelong learning support for alumni, such as NUS's LifeLong Learners (L³) programme, which aims to support alumni for 20 years from the point of enrolment.

SKILLSFUTURE

SkillsFuture is a national movement to provide Singaporeans with opportunities to develop to their fullest potential through lifelong learning and skills mastery, regardless of their starting points. The movement involves collaboration amongst multiple stakeholders, including individuals, employers, industry associations, unions, training providers and government agencies.

The four key thrusts of SkillsFuture are:

- Help individuals make well-informed choices in education, training and careers;
- Develop an integrated high-quality system of education and training that responds to constantly evolving needs;
- Promote employer recognition and career development based on skills and mastery; and
- Foster a culture that supports and celebrates lifelong learning.

Next Bound of SkillsFuture

Building on the good progress since the launch of the SkillsFuture movement, plans for the Next Bound of SkillsFuture were announced in 2020. This next phase of development will see an enhanced focus on employers and enterprises, and the contributions they can make to the national movement. This includes efforts to enhance workplace learning, as well as working with the Institutes of Higher Learning (IHLs) to scale up SkillsFuture work-study pathways. There is also a special focus on mid-career workers in their 40s and 50s, to help them upskill and reskill to take advantage of new emerging opportunities.

Fostering a Culture of Lifelong Learning

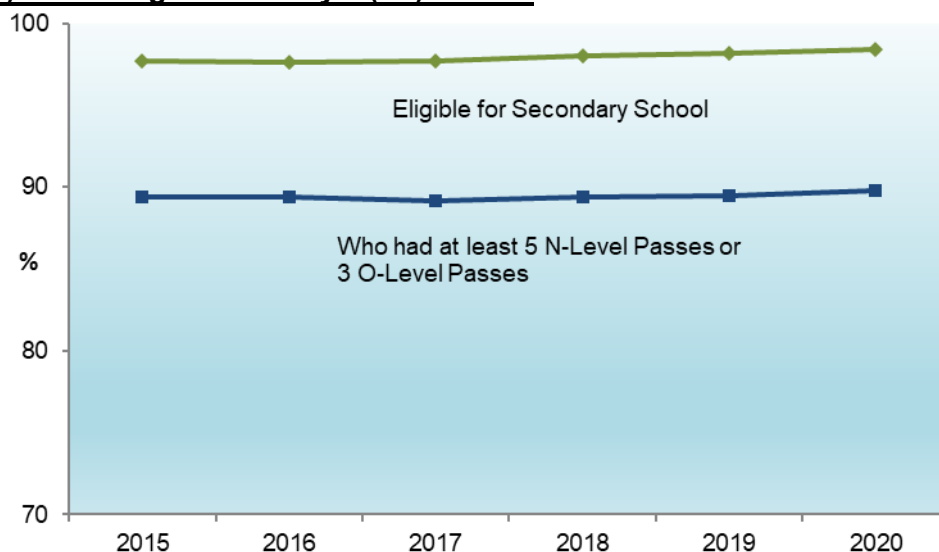
A major task is to shift away from an education system that relies on front-loading within the first two decades of an individual's life, towards continuing education and learning over a lifetime. As the pace of change in industry and turnover of skills intensifies, the approach of front-loading education is no longer adequate in preparing our workers to be future-ready. Hence, we have significantly increased government expenditure on CET, and made skills upgrading and lifelong learning much more accessible and affordable for our workers. Some of the key initiatives that have been rolled out to support Singaporeans' lifelong learning include:

- **SkillsFuture Credit.** To catalyse a culture of lifelong learning in Singapore and encourage individual ownership of their skills development, Singapore Citizens aged 25 and above are provided with an opening SkillsFuture Credit of \$500. A broad-based top-up of \$500 was provided in 2020, together with an additional SkillsFuture Credit (Mid-Career Support) of \$500 for Singaporeans aged 40 to 60 to be used on career transition programmes at the CET Centres.
- **SkillsFuture Series.** The IHLs have developed a list of short, industry-relevant training courses known as the SkillsFuture Series that focus on priority and emerging skills areas, such as data analytics, finance, and tech-enabled services. The courses are offered across 3 proficiency levels: Basic, Intermediate and Advanced.
- **MySkillsFuture Portal.** MySkillsFuture is a one-stop online portal that empowers individuals to chart their own career and lifelong learning pathways. The workforce portal provides industry information, online assessment tools, a Skills Passport for documenting users' skills, certificates and licences, as well as a Skills Quotient that helps individuals to identify their skills gaps along with personalised course recommendations to nudge them to make informed career and training decisions. MOE students from Primary 5 to Pre-University use the students' portal as part of their curriculum to raise their self-awareness and understanding of the world of work, identify their career aspirations, and guide them in their education and career decision-making processes. The MySkillsFuture workforce portal also has a course directory to enable individuals to search for SkillsFuture Credit-eligible courses.

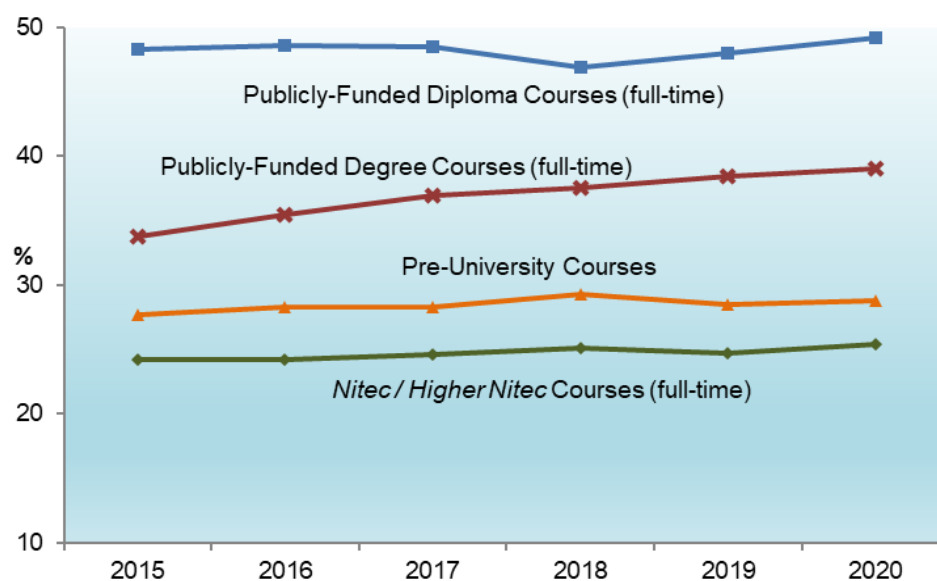
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KEY EDUCATIONAL INDICATORS

A. i) Percentage of Primary 1 (P1) cohort:



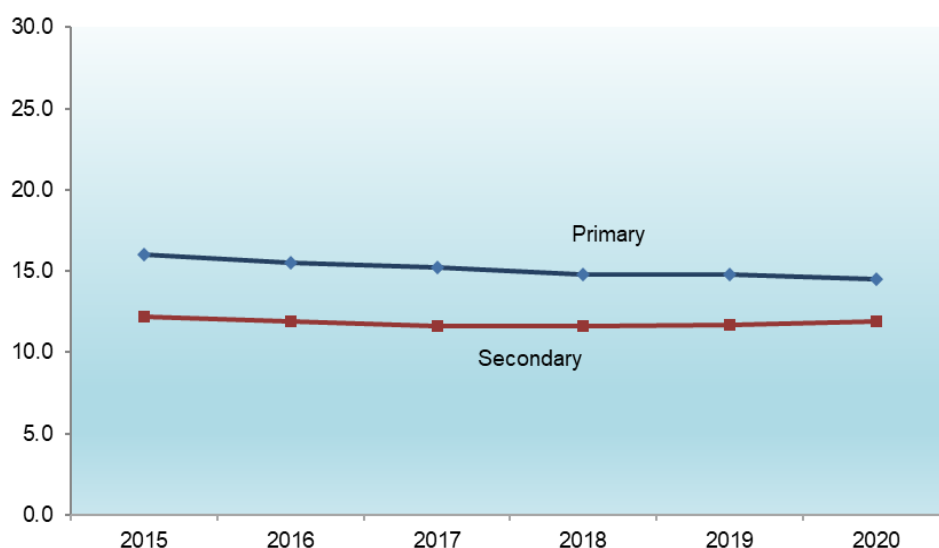
ii) Percentage of Primary 1 (P1) cohort admitted to:



Percentage of P1 Cohort : ¹	2015	2016	2017	2018	2019	2020
(a) Eligible for Secondary School ² (Refers to students who sat for PSLE and qualified for Express, Normal (Academic) or Normal (Technical) courses)	97.7	97.6	97.7	98.0	98.2	98.4
(b) Who had at least 5 N-Level passes or 3 O-Level passes ²	89.4	89.4	89.2	89.4	89.5	89.8
(c) Admitted to :³						
(i) Nitec / Higher Nitec Courses (full-time)	24.2	24.2	24.6	25.1	24.7	25.4
(ii) Publicly-Funded Diploma Courses (full-time) ⁴	48.3	48.6	48.5	46.9	48.0	49.2
(iii) Pre-University Courses	27.7	28.3	28.3	29.3	28.5	28.8
(iv) Publicly-Funded Degree Courses (full-time) ⁵	33.8	35.5	37.0	37.6	38.5	39.1

Note:

1. For indicators (a) and (b), figures for the last three years are preliminary. For indicators (c(i)) to (c(iv)), figures for the last five years are preliminary.
2. For a given year, the statistics are calculated based on the P1 cohort that would typically sit for these exams in that year. For example, for 2020, the percentage of the P1 cohort eligible for secondary school is calculated based on the cohort that entered P1 in 2015, and the percentage of the P1 cohort that had at least 5 N-Level or 3 O-Level passes is calculated based on the cohort that entered P1 in 2011. These figures may be different from those shown in Tables 34 to 54 as the latter are based on exam candidatures and not P1 cohorts i.e. they would include students who enter the school system after P1 and exclude those who left the country after P1.
3. Students who enrol in one course may progress subsequently to another course and are accounted for under both types of courses. For example, polytechnic students who progress to university will be accounted for under both publicly-funded diploma and degree courses. Figures for indicators (c(i)) to (c(iii)) are based on P1 cohorts from 10 years prior while indicator (c(iv)) is based on P1 cohort from 12 years prior to the year of reporting.
4. Publicly-funded diploma courses are offered by the five Polytechnics, ITE, LASALLE College of the Arts and Nanyang Academy of Fine Arts (NAFA).
5. Publicly-funded degree courses are offered by NUS, NTU, SMU, SUTD, SIT, SUSS, LASALLE and NAFA.

B. Ratio of Students to Teaching Staff

	2015	2016	2017	2018	2019	2020
Primary	16.0	15.5	15.2	14.8	14.8	14.5
Secondary	12.2	11.9	11.6	11.6	11.7	11.9

Note:

1. Figures for secondary schools include students and teachers in Government, Government-Aided, Independent, Specialised Independent and Specialised schools.
2. The ratio of students to teaching staff or what is known as the Pupil-Teacher Ratio (PTR), is the number of primary/secondary students divided by the number of teachers in primary/secondary schools.

SECTION 1

Primary, Secondary and Pre-University Education

1 NUMBER OF SCHOOLS BY LEVEL AND TYPE, 2020

Type of School	Primary	Secondary	Mixed Level ¹	Junior College / Centralised Institute	Total
Total	180	136	16	11	343
Government	139	101	4	7	251
Govt-Aided	41	28	3	4	76
Independent	0	2	6	0	8
Specialised Independent	0	1	3	0	4
Specialised	0	4	0	0	4

Note: 1) Mixed Level schools comprise Primary & Secondary Schools (P1-S4/5) and Secondary & Junior College Schools (S1-JC2). For type of school, Mixed Level schools are reflected according to their secondary section while their primary section may be of a different type. For example, if the secondary section is an independent school and its primary section is government-aided, the school will be reflected in the table above as an independent Mixed Level school.

2 STUDENTS, EDUCATION OFFICERS AND EP¹ IN SCHOOLS BY LEVEL, 2020

	Primary		Secondary		Mixed Level ²		Junior College / Centralised Institute		Total	
	Total	Female	Total	Female	Total	Female	Total	Female	Total	Female
Enrolment	225,661	109,733	143,468	71,666	36,224	16,694	15,373	8,178	420,726	206,271
Teacher	15,682	12,648	11,971	7,626	2,965	1,831	1,534	899	32,152	23,004
Vice-Principal	303	209	245	118	51	26	22	9	621	362
Principal	190	137	139	67	16	8	11	6	356	218
Education Partners	3,346	2,421	3,203	2,002	931	571	274	196	7,754	5,190

Note: 1) Education Partners are non-Education Officers such as Vice-Principals (Admin), Administrative Managers, Administrative Executives, Allied Educators, Technical Support Officers, Operations Managers, Operations Support Officers and Corporate Support Officers. It excludes contract cleaners and security guards.

2) Mixed Level schools comprise Primary & Secondary Schools (P1-S4/5) and Secondary & Junior College Schools (S1-JC2).

3) Staff strength data as at Dec 2020, which might include transitional staff movements/deployments.

3 SUMMARY STATISTICS ON EDUCATION OFFICERS, 2020

Level / Type of School	Teacher		Vice-Principal		Principal		All	
	Total	Female	Total	Female	Total	Female	Total	Female
Total	32,152	23,004	621	362	356	218	33,129	23,584
Primary	16,042	12,955	310	214	190	137	16,542	13,306
Government	11,799	9,435	231	157	147	100	12,177	9,692
Govt-Aided	4,243	3,520	79	57	43	37	4,365	3,614
Secondary	13,669	8,672	275	132	149	73	14,093	8,877
Government	9,068	5,751	190	80	102	50	9,360	5,881
Govt-Aided	2,844	1,888	56	35	33	15	2,933	1,938
Independent	1,061	677	18	15	6	4	1,085	696
Specialised Independent	416	235	6	0	4	1	426	236
Specialised	280	121	5	2	4	3	289	126
Junior College / Centralised Institute	2,441	1,377	36	16	17	8	2,494	1,401
Government	1,364	772	18	6	11	6	1,393	784
Govt-Aided	559	322	8	5	4	2	571	329
Independent	518	283	10	5	2	0	530	288

Note: 1) The above excludes 1,617 officers in HQ (of which 1,050 are female), 1,074 on various leave (of whom 981 are female), 249 on secondment to other institutions (of whom 168 are female) and 83 studying at NIE (of whom 67 are female).

2) Officers in Mixed Level schools are classified according to the level they teach or the level they are trained in.

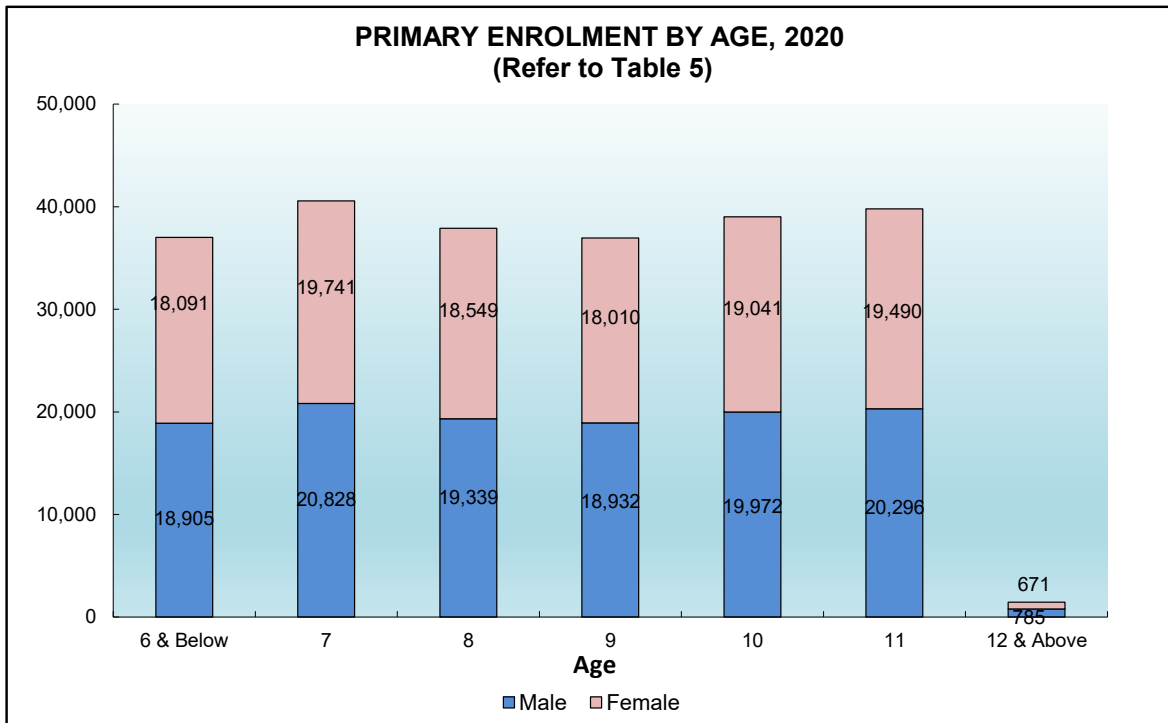
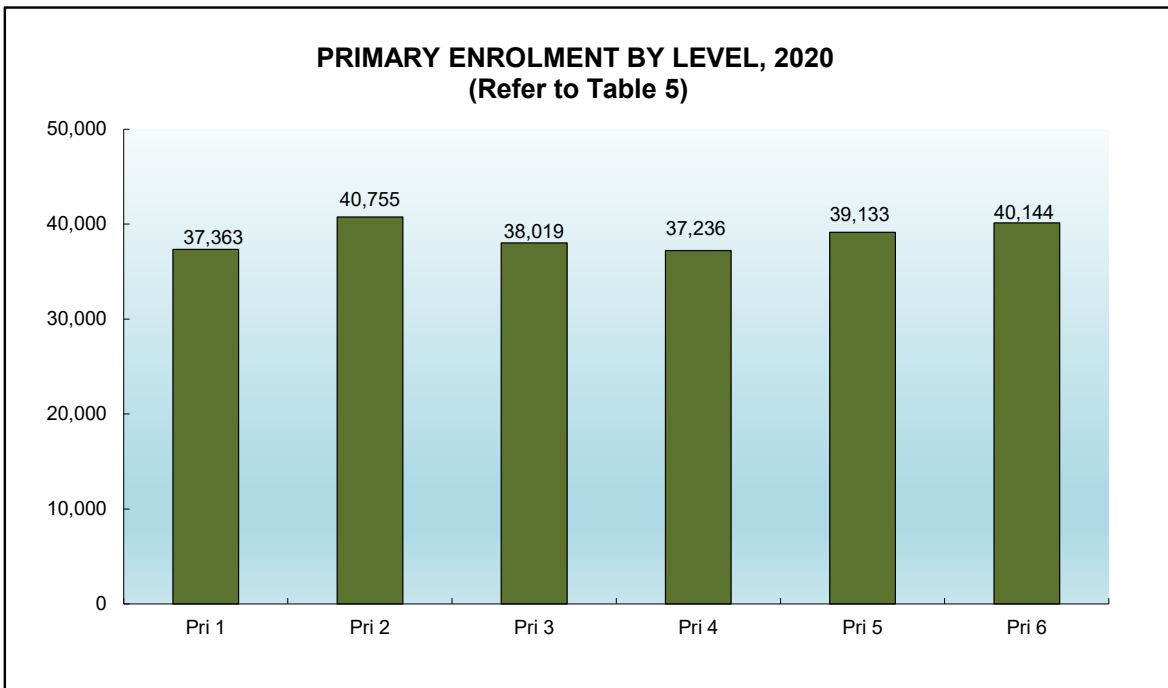
3) Include education officers on part-time employment scheme.

4 ENROLMENT, NUMBER OF CLASSES AND CLASS SIZE BY LEVEL, 2020

Level	Enrolment	No. of Classes	Average Class Size
Total	420,726	13,103	32.1
Primary	232,650	7,064	32.9
Pri 1	37,363	1,292	28.9
Pri 2	40,755	1,377	29.6
Pri 3	38,019	1,064	35.7
Pri 4	37,236	1,062	35.1
Pri 5	39,133	1,120	34.9
Pri 6	40,144	1,149	34.9
Secondary	162,071	4,901	33.1
Sec 1	40,154	1,158	34.7
Sec 2	39,719	1,152	34.5
Sec 3	39,909	1,204	33.1
Sec 4	38,809	1,210	32.1
Sec 5	3,480	177	19.7
Junior College / Centralised Institute	26,005	1,138	22.9
JC 1 / Pre-U 1	12,948	555	23.3
JC 2 / Pre-U 2	12,843	573	22.4
Pre-U 3	214	10	21.4

Note:

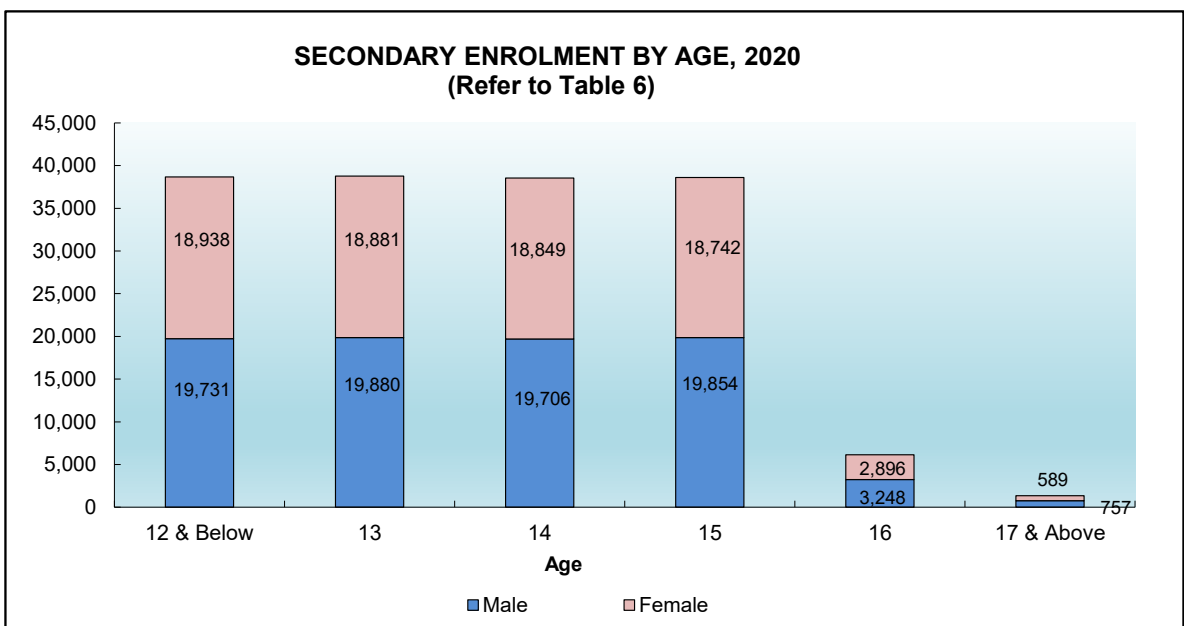
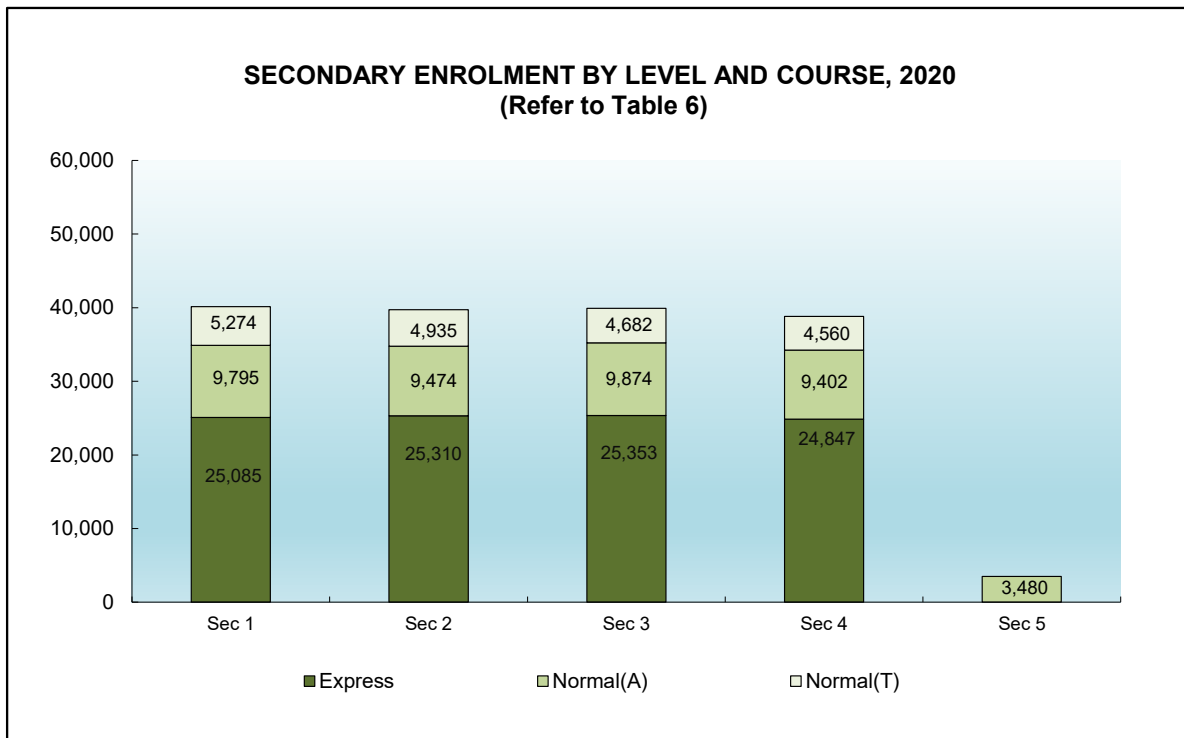
- 1) Class size is the average number of students per class, calculated by dividing the number of students enrolled by the number of classes in that level. The classes here refer to form classes only. The actual class size can be smaller for some subjects and lessons, depending on the learning needs of the students or programme considerations. For instance, levelling up programmes such as the Learning Support Programme for lower primary students, School-based Dyslexia Remediation programme and coursework subjects like Design and Technology at secondary level are conducted in smaller classes.
- 2) Students in Mixed Level schools are classified according to the level they are in.



5 PRIMARY ENROLMENT BY AGE AND LEVEL, 2020

Level	Sex	Age (in years)										Total
		≤ 6	7	8	9	10	11	12	13	14	≥ 15	
Total	MF	36,996	40,569	37,888	36,942	39,013	39,786	1,223	210	21	2	232,650
	F	18,091	19,741	18,549	18,010	19,041	19,490	564	96	10	1	113,593
Pri 1	MF	36,996	338	27	2	0	0	0	0	0	0	37,363
	F	18,091	119	17	0	0	0	0	0	0	0	18,227
Pri 2	MF	0	40,231	459	56	8	1	0	0	0	0	40,755
	F	0	19,622	190	24	3	0	0	0	0	0	19,839
Pri 3	MF	0	0	37,402	487	121	8	1	0	0	0	38,019
	F	0	0	18,342	187	56	4	0	0	0	0	18,589
Pri 4	MF	0	0	0	36,397	632	190	12	5	0	0	37,236
	F	0	0	0	17,799	256	87	6	3	0	0	18,151
Pri 5	MF	0	0	0	0	38,252	660	203	17	1	0	39,133
	F	0	0	0	0	18,726	274	95	6	1	0	19,102
Pri 6	MF	0	0	0	0	0	38,927	1,007	188	20	2	40,144
	F	0	0	0	0	0	19,125	463	87	9	1	19,685

Note : 1) Age is as at the start of the year.

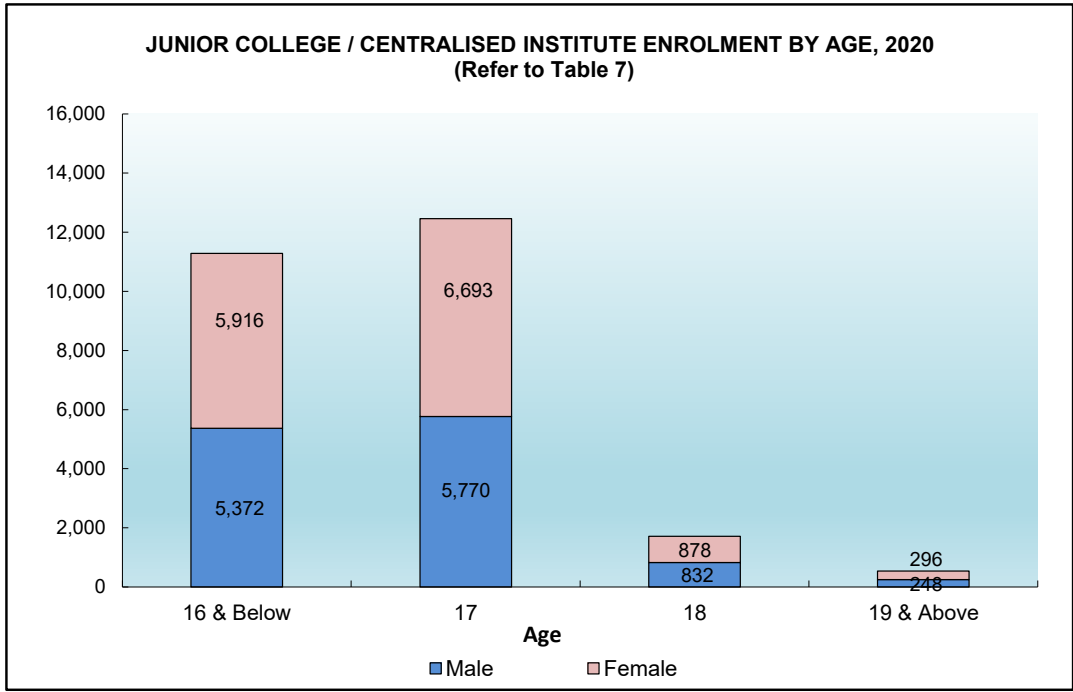
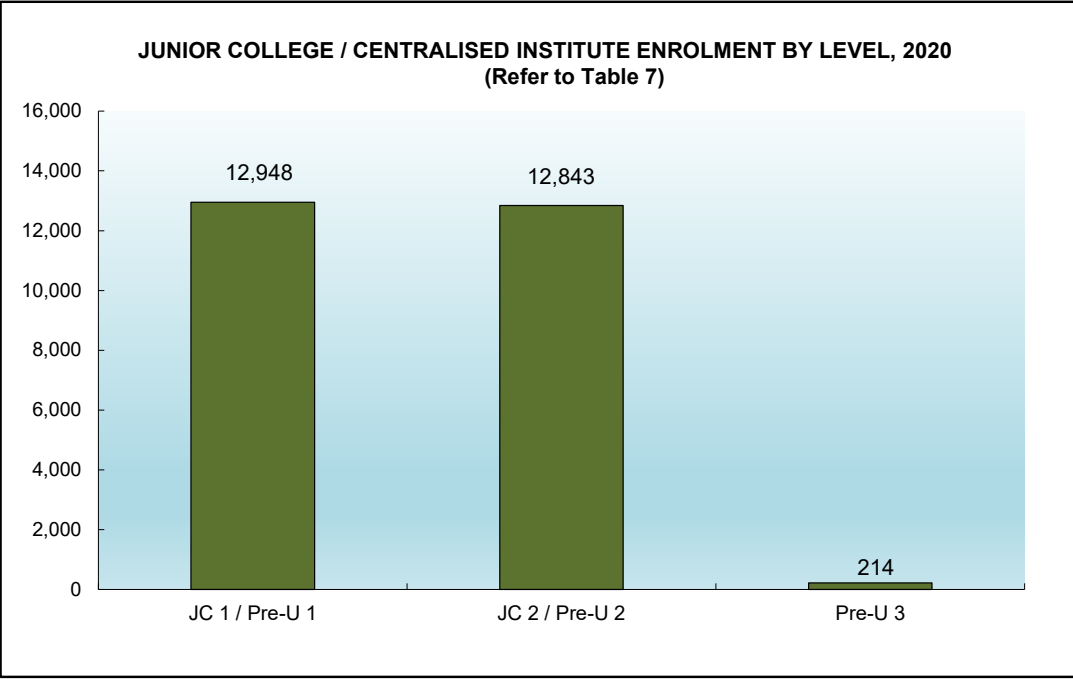


6 SECONDARY ENROLMENT BY AGE, LEVEL AND COURSE, 2020

Level & Course	Sex	Age (in years)									Total
		≤ 12	13	14	15	16	17	18	19	≥ 20	
Total	MF	38,669	38,761	38,555	38,596	6,144	1,149	165	29	3	162,071
	F	18,938	18,881	18,849	18,742	2,896	500	71	15	3	78,895
Secondary 1	MF	38,668	1,125	306	40	13	2	0	0	0	40,154
	F	18,937	488	161	22	6	0	0	0	0	19,614
Express	MF	24,583	380	114	6	2	0	0	0	0	25,085
	F	12,622	190	66	2	1	0	0	0	0	12,881
Normal(A)	MF	9,374	312	92	13	3	1	0	0	0	9,795
	F	4,443	142	53	9	2	0	0	0	0	4,649
Normal(T)	MF	4,711	433	100	21	8	1	0	0	0	5,274
	F	1,872	156	42	11	3	0	0	0	0	2,084
Secondary 2	MF	1	37,635	1,527	492	50	14	0	0	0	39,719
	F	1	18,393	684	242	22	5	0	0	0	19,347
Express	MF	1	24,454	610	242	3	0	0	0	0	25,310
	F	1	12,470	315	131	1	0	0	0	0	12,918
Normal(A)	MF	0	8,875	448	123	22	6	0	0	0	9,474
	F	0	4,225	186	61	12	2	0	0	0	4,486
Normal(T)	MF	0	4,306	469	127	25	8	0	0	0	4,935
	F	0	1,698	183	50	9	3	0	0	0	1,943
Secondary 3	MF	0	1	36,721	2,443	641	83	18	1	1	39,909
	F	0	0	18,004	1,054	287	35	7	1	1	19,389
Express	MF	0	1	23,862	1,171	302	16	1	0	0	25,353
	F	0	0	12,350	571	156	10	0	0	0	13,087
Normal(A)	MF	0	0	8,864	757	220	29	4	0	0	9,874
	F	0	0	4,181	281	84	13	3	0	0	4,562
Normal(T)	MF	0	0	3,995	515	119	38	13	1	1	4,682
	F	0	0	1,473	202	47	12	4	1	1	1,740
Secondary 4	MF	0	0	1	35,620	2,396	693	79	19	1	38,809
	F	0	0	0	17,423	1,033	293	34	10	1	18,794
Express	MF	0	0	0	23,297	1,138	394	14	4	0	24,847
	F	0	0	0	11,996	566	175	10	2	0	12,749
Normal(A)	MF	0	0	1	8,428	774	160	29	10	0	9,402
	F	0	0	0	4,025	283	72	10	4	0	4,394
Normal(T)	MF	0	0	0	3,895	484	139	36	5	1	4,560
	F	0	0	0	1,402	184	46	14	4	1	1,651
Secondary 5	MF	0	0	0	1	3,044	357	68	9	1	3,480
	F	0	0	0	1	1,548	167	30	4	1	1,751

Note:

- 1) Normal(T) figures include students on the ITE Skills Certificate course in Specialised Schools to equip them with employable skills for entry into the workforce or further training.
- 2) All Secondary 5 students are in the Normal (Academic) course.
- 3) Includes Government, Govt-Aided, Independent, Specialised Independent and Specialised schools.
- 4) Age is as at the start of the year.

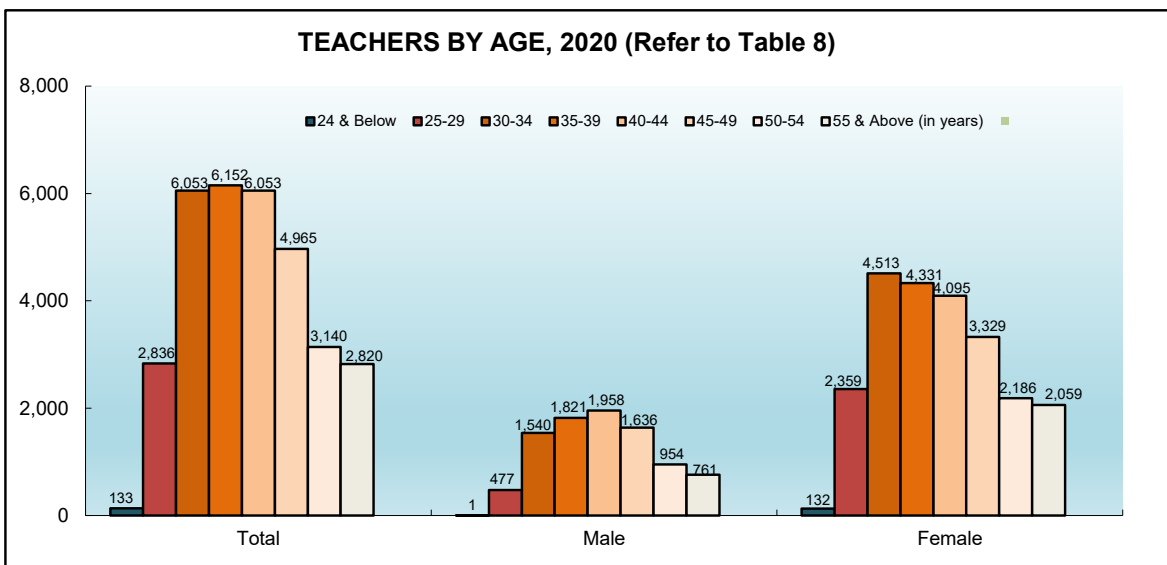
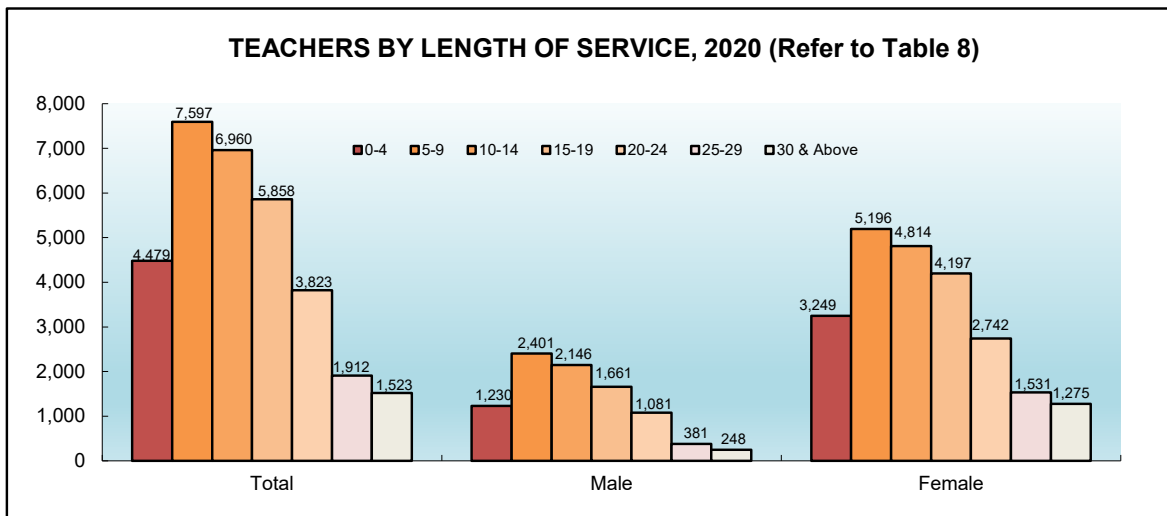


7 JUNIOR COLLEGE / CENTRALISED INSTITUTE ENROLMENT BY AGE AND LEVEL, 2020

Level	Sex	Age (in years)						Total
		≤ 16	17	18	19	20	≥ 21	
Total	MF	11,288	12,463	1,710	461	75	8	26,005
	F	5,916	6,693	878	248	44	4	13,783
JC 1 / Pre-U 1	MF	11,287	1,329	288	38	6	0	12,948
	F	5,916	691	138	20	5	0	6,770
JC 2 / Pre-U 2	MF	1	11,134	1,342	334	30	2	12,843
	F	0	6,002	700	177	19	2	6,900
Pre-U 3	MF	0	0	80	89	39	6	214
	F	0	0	40	51	20	2	113

Note :

- 1) Includes pre-university students such as those in Years 5 and 6 of the Integrated Programme.
- 2) Includes Government, Govt-Aided, Independent and Specialised Independent schools.
- 3) Age is as at the start of the year.



8 TEACHERS' LENGTH OF SERVICE AND AGE BY LEVEL, 2020

	Primary		Secondary		Junior College / Centralised Institute		Total	
	Total	Female	Total	Female	Total	Female	Total	Female
Total	16,042	12,955	13,669	8,672	2,441	1,377	32,152	23,004
Length of Service (in years)¹								
0 - 4	2,271	1,852	1,927	1,236	281	161	4,479	3,249
5 - 9	3,556	2,744	3,446	2,131	595	321	7,597	5,196
10 - 14	3,272	2,533	3,141	1,961	547	320	6,960	4,814
15 - 19	3,106	2,520	2,294	1,424	458	253	5,858	4,197
20 - 24	2,057	1,710	1,488	887	278	145	3,823	2,742
25 - 29	1,075	941	705	513	132	77	1,912	1,531
30 & Above	705	655	668	520	150	100	1,523	1,275
Age (in years)								
24 & Below	72	72	60	59	1	1	133	132
25 - 29	1,336	1,219	1,345	1,031	155	109	2,836	2,359
30 - 34	2,826	2,331	2,739	1,896	488	286	6,053	4,513
35 - 39	3,089	2,402	2,522	1,609	541	320	6,152	4,331
40 - 44	3,085	2,440	2,501	1,422	467	233	6,053	4,095
45 - 49	2,662	2,060	1,969	1,102	334	167	4,965	3,329
50 - 54	1,696	1,363	1,241	721	203	102	3,140	2,186
55 & Above	1,276	1,068	1,292	832	252	159	2,820	2,059

Note : 1) Length of Service is calculated based on officers' latest employment episode (i.e. officers who are re-appointed/re-employed, their length of service is zeroised and calculated based on the date of their re-appointment/re-employment).

9 VICE-PRINCIPALS' LENGTH OF SERVICE AND AGE BY LEVEL, 2020

	Primary		Secondary		Junior College / Centralised Institute		Total	
	Total	Female	Total	Female	Total	Female	Total	Female
Total	310	214	275	132	36	16	621	362

Length of Service (in years)¹

0 - 9	7	5	11	5	3	1	21	11
10 - 14	20	11	31	8	10	3	61	22
15 - 19	63	44	69	30	5	3	137	77
20 - 24	109	65	64	24	4	0	177	89
25 - 29	62	49	44	23	4	2	110	74
30 & Above	49	40	56	42	10	7	115	89

Age (in years)

30 - 34	2	2	1	0	1	1	4	3
35 - 39	20	15	34	16	9	3	63	34
40 - 44	67	52	57	26	6	2	130	80
45 - 49	104	65	67	23	4	2	175	90
50 - 54	61	39	52	25	5	1	118	65
55 & Above	56	41	64	42	11	7	131	90

Note : 1) Length of Service is calculated based on officers' latest employment episode (i.e. officers who are re-appointed/re-employed, their length of service is zeroised and calculated based on the date of their re-appointment/re-employment).

10 PRINCIPALS' LENGTH OF SERVICE AND AGE BY LEVEL, 2020

	Primary		Secondary		Junior College / Centralised Institute		Total	
	Total	Female	Total	Female	Total	Female	Total	Female
Total	190	137	149	73	17	8	356	218
Length of Service (in years)¹								
0 - 9	9	9	6	4	2	1	17	14
10 - 14	3	1	9	2	0	0	12	3
15 - 19	19	10	27	9	0	0	46	19
20 - 24	61	43	36	16	4	0	101	59
25 - 29	39	28	33	18	2	2	74	48
30 & Above	59	46	38	24	9	5	106	75
Age (in years)								
30 - 34	0	0	0	0	0	0	0	0
35 - 39	3	3	5	1	0	0	8	4
40 - 44	25	16	27	11	0	0	52	27
45 - 49	52	35	39	21	4	0	95	56
50 - 54	48	35	32	13	3	2	83	50
55 & Above	62	48	46	27	10	6	118	81

Note :1) Length of Service is calculated based on officers' latest employment episode (i.e. officers who are re-appointed/re-employed, their length of service is zeroised and calculated based on the date of their re-appointment/re-employment).

11 STATISTICS¹ ON PRIVATE SCHOOLS, 2020

Type of Institution	Number of Institutions	Student Enrolment		Teaching Staff	
		Total	Female	Total	Female
Total	28	13,296	5,501	2,170	1,699
Full-time Islamic Religious School (Madrasah)	6	3,576	2,207	281	202
Privately Funded School ²	3	3,052	1,514	331	190
Special Education School ³	19	6,668	1,780	1,558	1,307

Note : 1) The figures include only private schools registered with MOE.

2) Privately-Funded Schools (PFS) offer education at the secondary and/or junior college levels and are aimed primarily at Singapore residents who may prefer an alternative curriculum and qualification.

3) The figures include only government-funded special education schools.

4) Private kindergartens are not included in these tables.

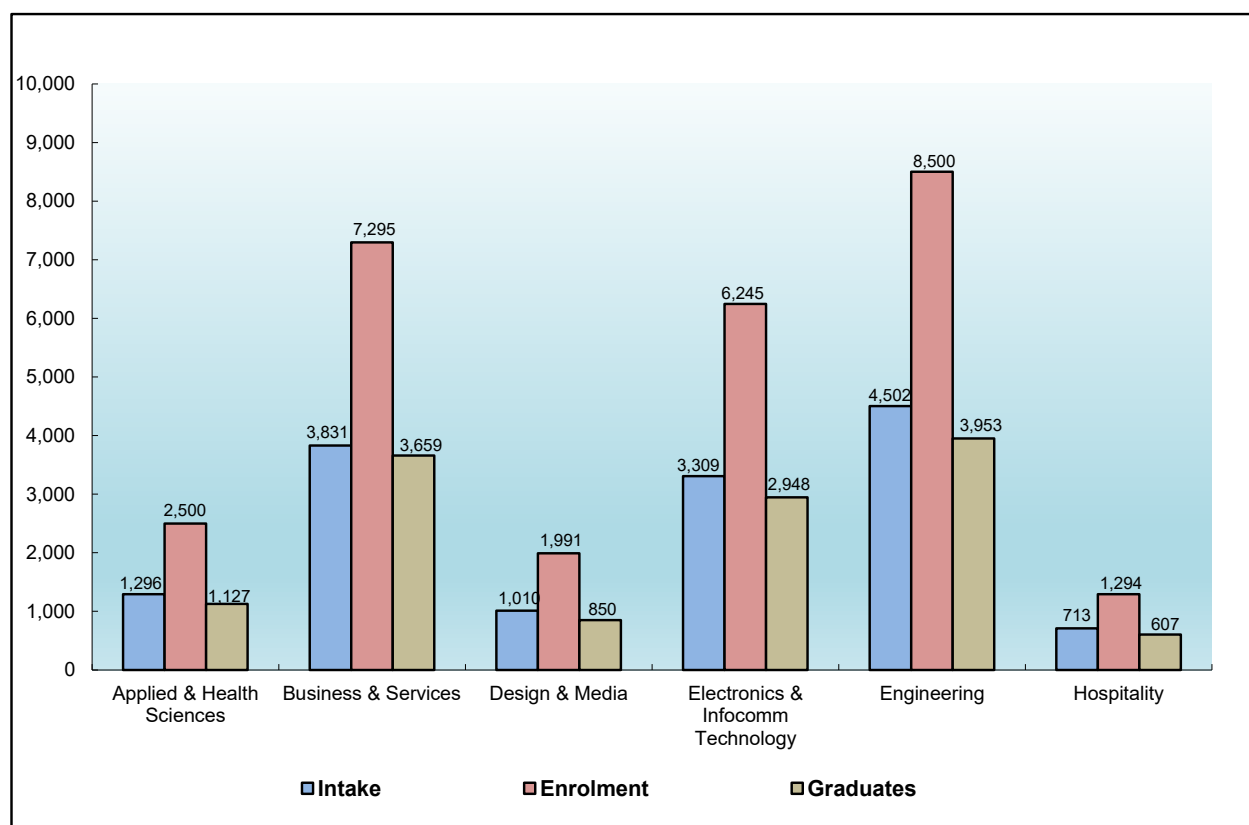
SECTION 2

Post-Secondary Education

12 INTAKE, ENROLMENT AND GRADUATES OF ITE BY COURSE (FULL-TIME), 2020

Courses	Intake		Enrolment		Graduates	
	Total	Female	Total	Female	Total	Female
Total	14,661	5,716	27,825	10,770	13,144	5,027
Applied & Health Sciences	1,296	855	2,500	1,603	1,127	700
Business & Services	3,831	2,401	7,295	4,544	3,659	2,266
Design & Media	1,010	532	1,991	1,080	850	471
Electronics & Infocomm Technology	3,309	820	6,245	1,543	2,948	710
Engineering	4,502	716	8,500	1,305	3,953	552
Hospitality	713	392	1,294	695	607	328

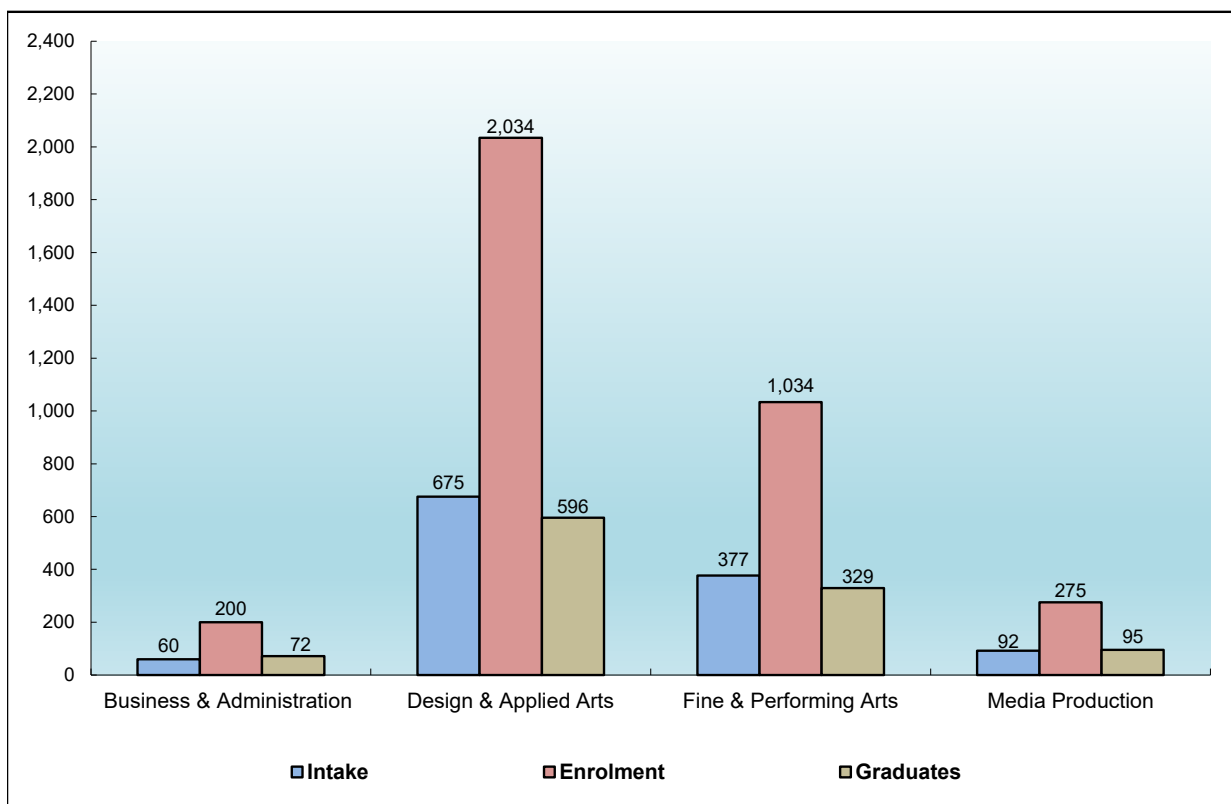
Note : 1) Refer to the Appendix for the classification of courses.



13.1 INTAKE, ENROLMENT AND GRADUATES OF LASALLE AND NAFA BY COURSE: DIPLOMA (FULL-TIME), 2020

Courses	Intake		Enrolment		Graduates	
	Total	Female	Total	Female	Total	Female
Total	1,204	832	3,543	2,453	1,092	769
Business & Administration	60	49	200	156	72	52
Design & Applied Arts	675	467	2,034	1,456	596	466
Fine & Performing Arts	377	268	1,034	709	329	209
Media Production	92	48	275	132	95	42

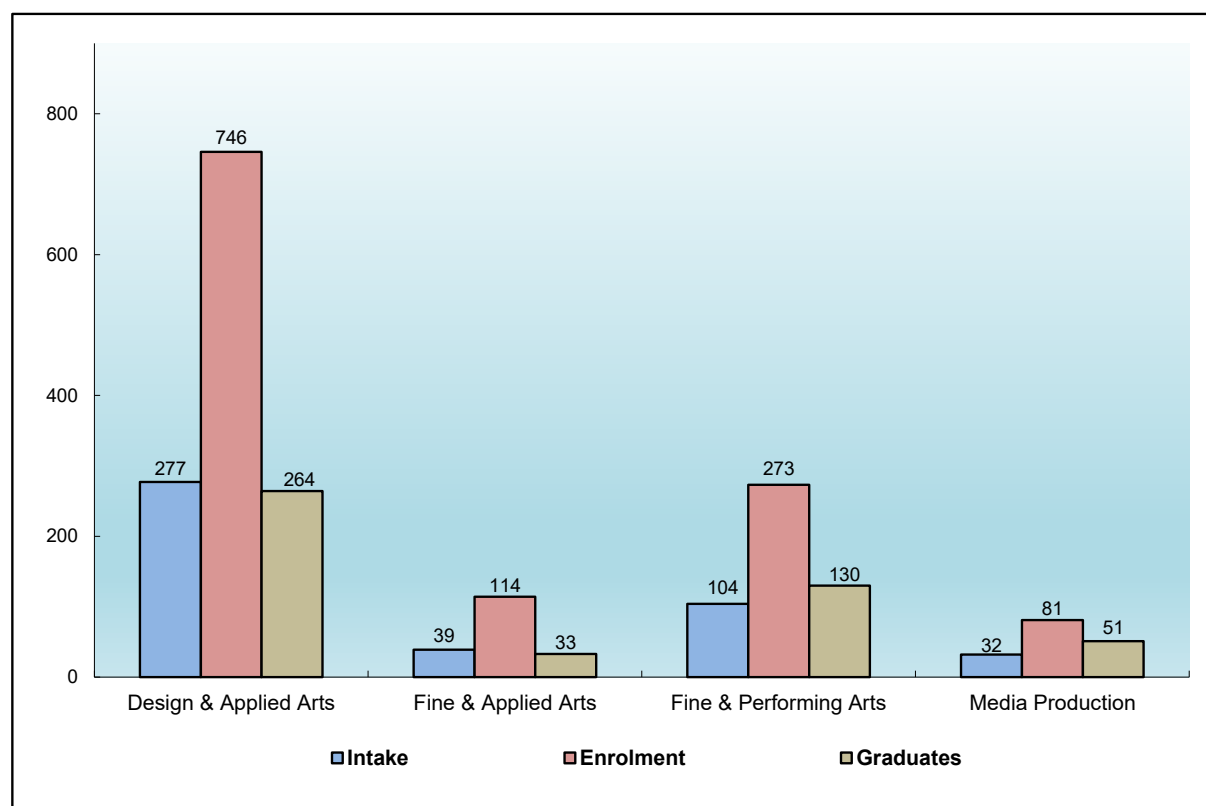
Note: 1) Figures for LASALLE College of the Arts and the Nanyang Academy of Fine Arts (NAFA) are for full-time diploma courses only. Intake excludes 55 students on NAFA Foundation Programme (of which 43 are female).
 2) Intake includes direct entry to second and subsequent years.
 3) Refer to the Appendix for the classification of courses. Courses are classified according to course content of the highest weighting.



13.2 INTAKE, ENROLMENT AND GRADUATES OF LASALLE AND NAFA BY COURSE: DEGREE (FULL-TIME), 2020

Courses	Intake		Enrolment		Graduates	
	Total	Female	Total	Female	Total	Female
Total	452	334	1,214	897	478	342
Design & Applied Arts	277	230	746	594	264	202
Fine & Applied Arts	39	33	114	96	33	29
Fine & Performing Arts	104	56	273	167	130	84
Media Production	32	15	81	40	51	27

Note: 1) Figures for LASALLE College of the Arts and the Nanyang Academy of Fine Arts (NAFA) are for full-time publicly-funded degree courses only.
 2) Intake includes direct entry to second and subsequent years.
 3) Refer to the Appendix for the classification of courses. Courses are classified according to course content of the highest weighting.



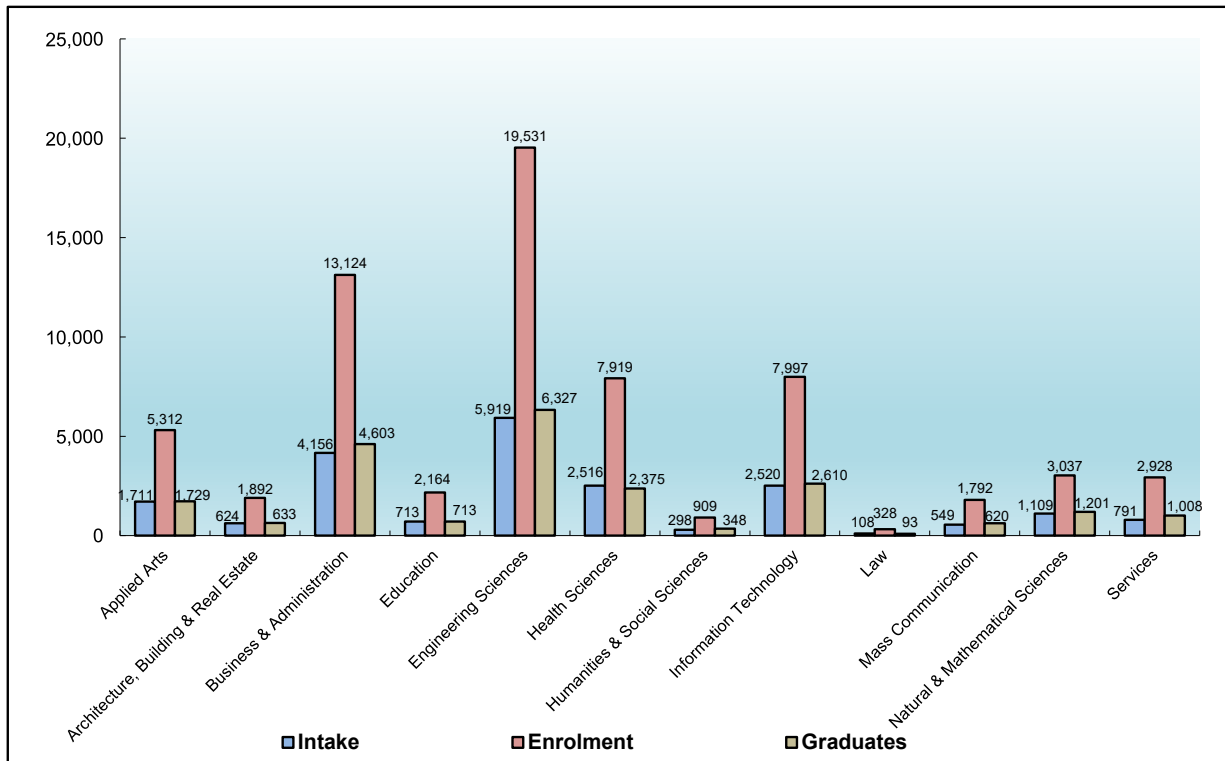
14 INTAKE, ENROLMENT AND GRADUATES OF POLYTECHNICS BY COURSE (FULL-TIME), 2020

Courses	Intake		Enrolment		Graduates	
	Total	Female	Total	Female	Total	Female
Total	21,014	10,012	66,933	31,855	22,260	10,803
Applied Arts	1,711	1,049	5,312	3,199	1,729	1,059
Architecture, Building & Real Estate	624	329	1,892	988	633	350
Business & Administration	4,156	2,521	13,124	7,975	4,603	2,785
Education	713	663	2,164	2,001	713	661
Engineering Sciences	5,919	1,224	19,531	4,220	6,327	1,363
Health Sciences	2,516	1,842	7,919	5,888	2,375	1,789
Humanities & Social Sciences	298	228	909	698	348	259
Information Technology	2,520	637	7,997	2,173	2,610	802
Law	108	60	328	210	93	62
Mass Communication	549	415	1,792	1,334	620	461
Natural & Mathematical Sciences	1,109	669	3,037	1,947	1,201	730
Services	791	375	2,928	1,222	1,008	482

Note: 1) Intake, enrolment and graduate figures refer to diploma courses only. Intake excludes 1,500 students (of which 783 are female) on Polytechnic Foundation Programme.

2) Intake includes direct entry to second year.

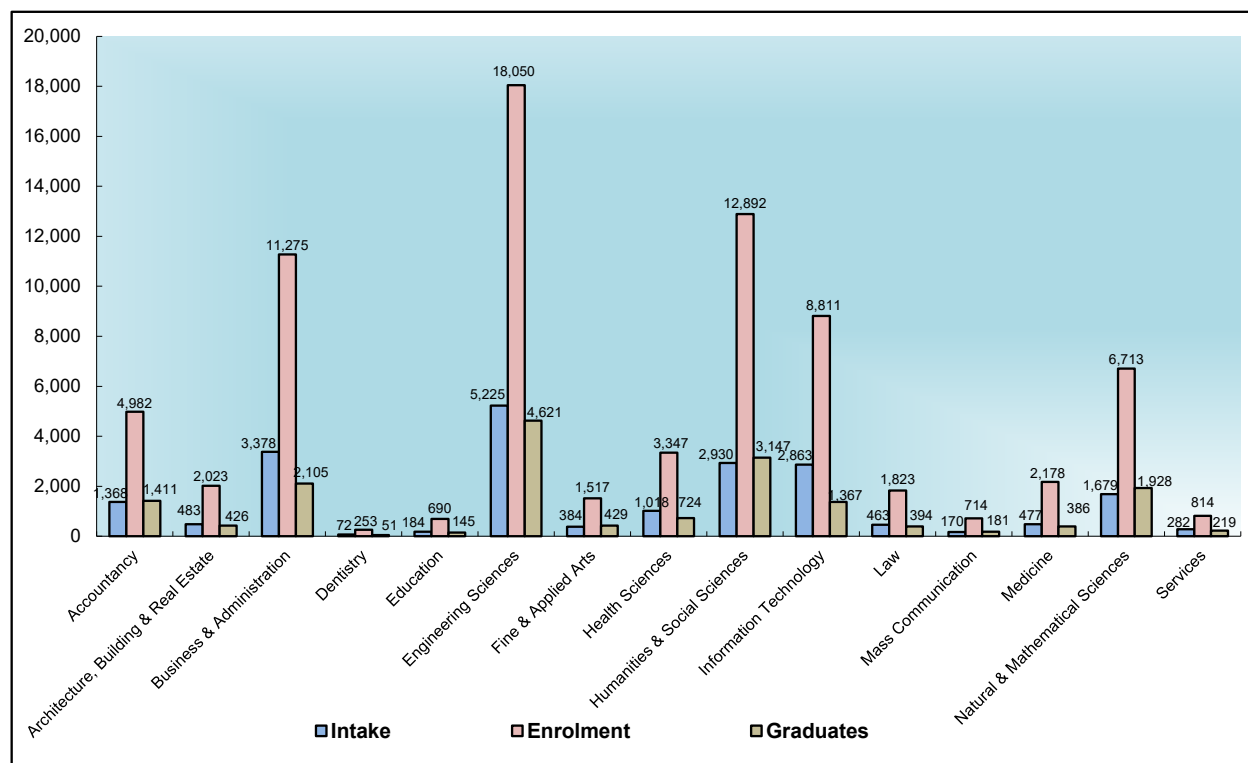
3) Refer to the Appendix for the classification of courses. Courses are classified according to course content of the highest weighting.



15 INTAKE, ENROLMENT AND GRADUATES OF UNIVERSITIES¹ BY COURSE (FULL-TIME), 2020

Courses	Intake		Enrolment		Graduates	
	Total	Female	Total	Female	Total	Female
Total	20,976	10,384	76,082	37,992	17,534	8,754
Accountancy	1,368	812	4,982	2,759	1,411	812
Architecture, Building & Real Estate	483	304	2,023	1,183	426	258
Business & Administration	3,378	2,039	11,275	6,684	2,105	1,209
Dentistry	72	59	253	165	51	35
Education	184	153	690	577	145	115
Engineering Sciences	5,225	1,503	18,050	5,149	4,621	1,246
Fine & Applied Arts	384	251	1,517	911	429	272
Health Sciences	1,018	761	3,347	2,455	724	522
Humanities & Social Sciences	2,930	2,001	12,892	8,783	3,147	2,125
Information Technology	2,863	846	8,811	2,797	1,367	397
Law	463	259	1,823	907	394	204
Mass Communication	170	142	714	566	181	142
Medicine	477	224	2,178	1,020	386	178
Natural & Mathematical Sciences	1,679	891	6,713	3,624	1,928	1,127
Services	282	139	814	412	219	112

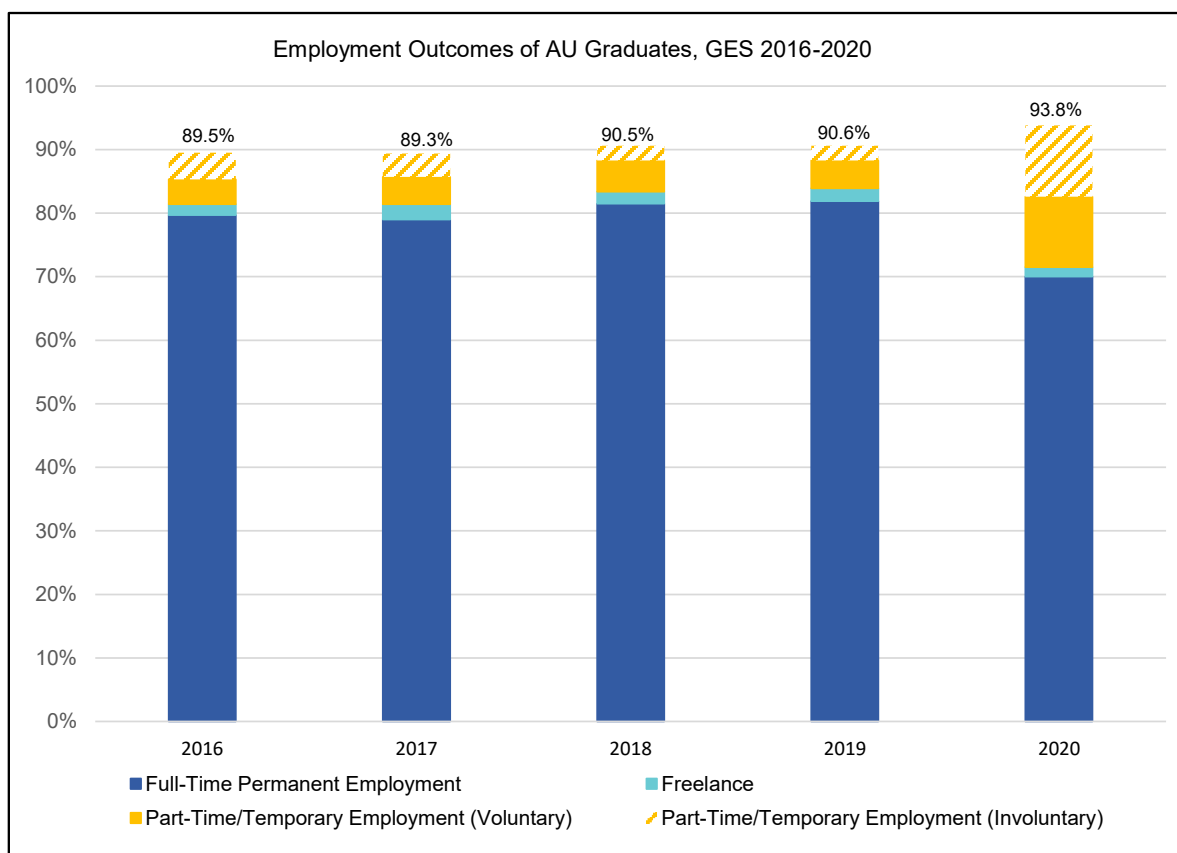
Note: 1) Refers to National University of Singapore, Nanyang Technological University, Singapore Management University, Singapore Institute of Technology, Singapore University of Technology & Design and Singapore University of Social Sciences.
2) Intake, enrolment and graduates figures refer to full-time first degree only.
3) Intake figures include students who entered directly into second and subsequent years.
4) Refer to the Appendix for the classification of courses. Courses are classified according to course content of the highest weighting.



Notes on Graduate Employment Survey (Tables 16 to 19) :

- 1 The employment rates refer to the number of graduates employed as a proportion of graduates in the labour force (i.e. those who were working, or not working but actively looking and available for work) approximately six months after completing their final examinations.
- 2 Full-time permanent employment refers to employment of at least 35 hours a week and where the employment is not temporary. It includes those on contracts of one year or more.
- 3 Freelancers refer to those who operate their own business without employing any paid workers in the conduct of their business or trade.
- 4 Involuntary part-time/temporary employment refers to those who indicated that they were in part-time/temporary employment as they tried but were unable to obtain a full-time permanent job offer so far.
- 5 Voluntary part-time/temporary employment refers to those who indicated that they were in part-time/temporary employment as they were pursuing/ preparing to commence further studies, taking active steps to start a business venture, due to personal choice and other reasons.
- 6 Gross monthly salary pertains only to full-time permanently employed graduates. It comprises basic salary, overtime payments, commissions, fixed allowances and other regular cash payments, before deductions of the employee's CPF contributions and personal income tax. Employer's CPF contributions, bonuses, stock options, lump sum payments, and payments-in-kind are excluded.
- 7 ITE graduates working on a freelance basis are tracked separately from GES 2017 onwards.
- 8 Fresh graduates refer to those who had completed their studies in the year, comprising mostly females who are not liable for National Service (NS) after graduation and males who defer NS for further studies. Post-NS graduates refer to male graduates who had completed their studies about 2 years earlier. For example, 2020 data refers to male graduates who completed their full-time NS between April 2019 and March 2020 for Polytechnics and ITE graduates.
- 9 Figures might not add up due to rounding.

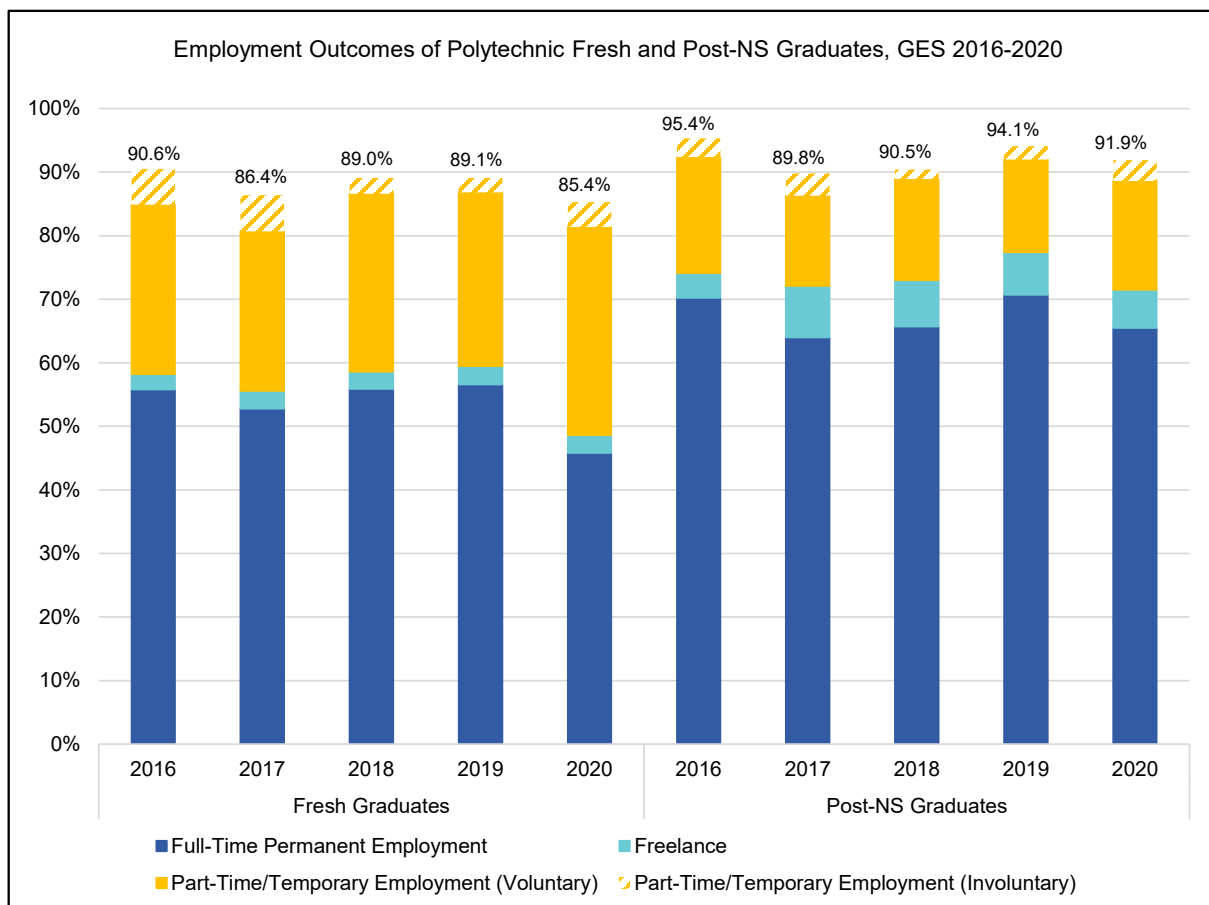
16 EMPLOYMENT OUTCOMES OF AUTONOMOUS UNIVERSITY GRADUATES



	2016	2017	2018	2019	2020
Proportion Of AU Graduates In The Labour Force Who Are Employed	89.5%	89.3%	90.5%	90.6%	93.8%
Part-Time/Temporary Employment (Involuntary)	4.2%	3.7%	2.3%	2.3%	11.2%
Part-Time/Temporary Employment (Voluntary)	3.9%	4.3%	4.9%	4.4%	11.1%
Freelance	1.7%	2.4%	1.9%	2.0%	1.5%
Full-Time Permanent Employment	79.7%	79.0%	81.5%	81.9%	70.0%
Median Gross Monthly Salary of FTP Employed AU Graduates	\$3,300	\$3,400	\$3,500	\$3,600	\$3,700

Source: Graduate Employment Survey jointly conducted by NTU, NUS, SIT, SMU, SUSS and SUTD

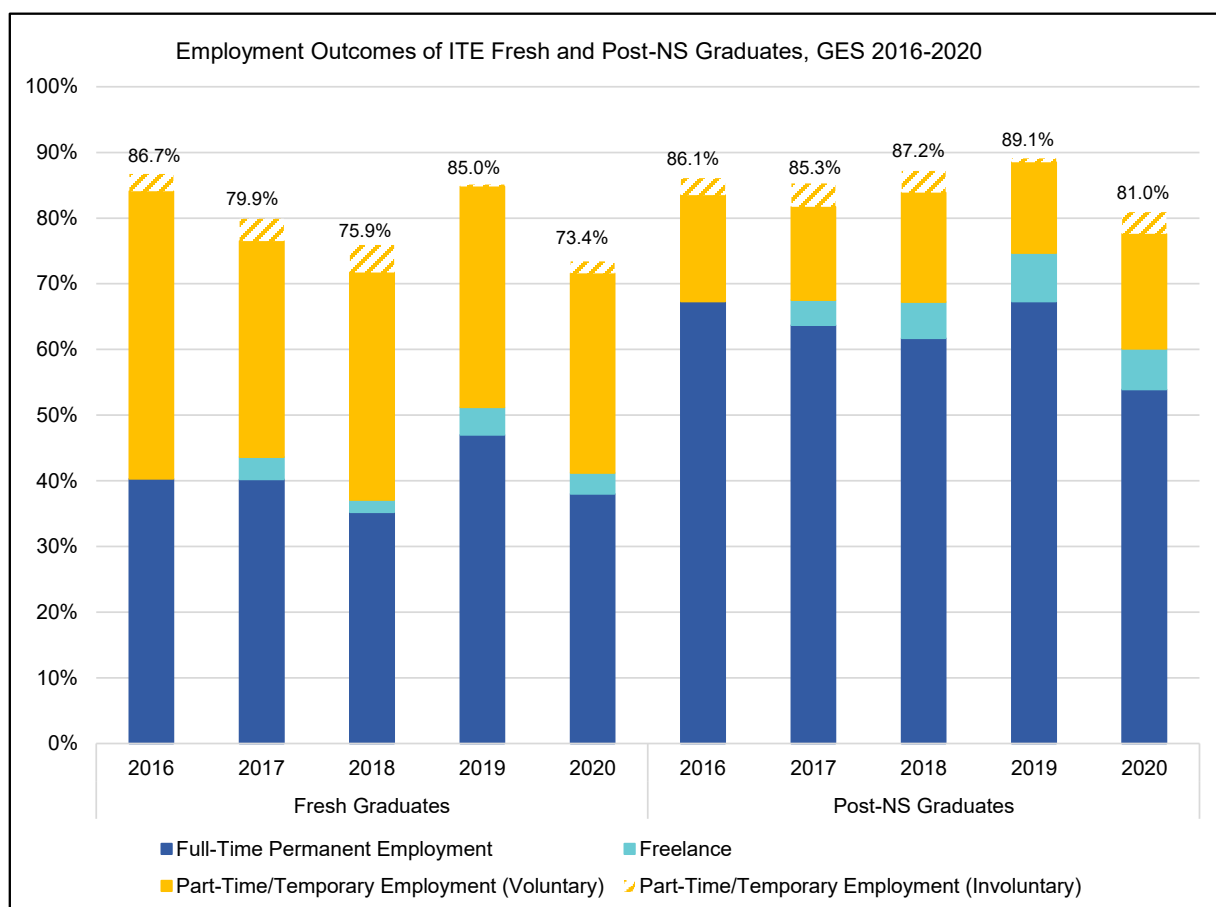
17 EMPLOYMENT OUTCOMES OF POLYTECHNIC FRESH AND POST-NS GRADUATES



	Fresh Graduates					Post-NS Graduates				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Proportion Of Polytechnic Graduates In The Labour Force Who Are Employed	90.6%	86.4%	89.0%	89.1%	85.4%	95.4%	89.8%	90.5%	94.1%	91.9%
Part-Time/Temporary Employment (Involuntary)	5.6%	5.7%	2.5%	2.3%	3.9%	2.9%	3.5%	1.5%	2.1%	3.3%
Part-Time/Temporary Employment (Voluntary)	26.7%	25.1%	28.0%	27.3%	32.8%	18.3%	14.2%	15.9%	14.6%	17.1%
Freelance	2.4%	2.8%	2.7%	2.9%	2.8%	3.9%	8.1%	7.3%	6.7%	6.0%
Full-Time Permanent Employment	55.8%	52.8%	55.9%	56.6%	45.8%	70.2%	64.0%	65.7%	70.7%	65.5%
Median Gross Monthly Salary of FTP Employed Polytechnic Graduates	\$2,180	\$2,200	\$2,270	\$2,300	\$2,350	\$2,517	\$2,480	\$2,501	\$2,540	\$2,500

Source: Graduate Employment Survey jointly conducted by NP, NYP, RP, SP and TP

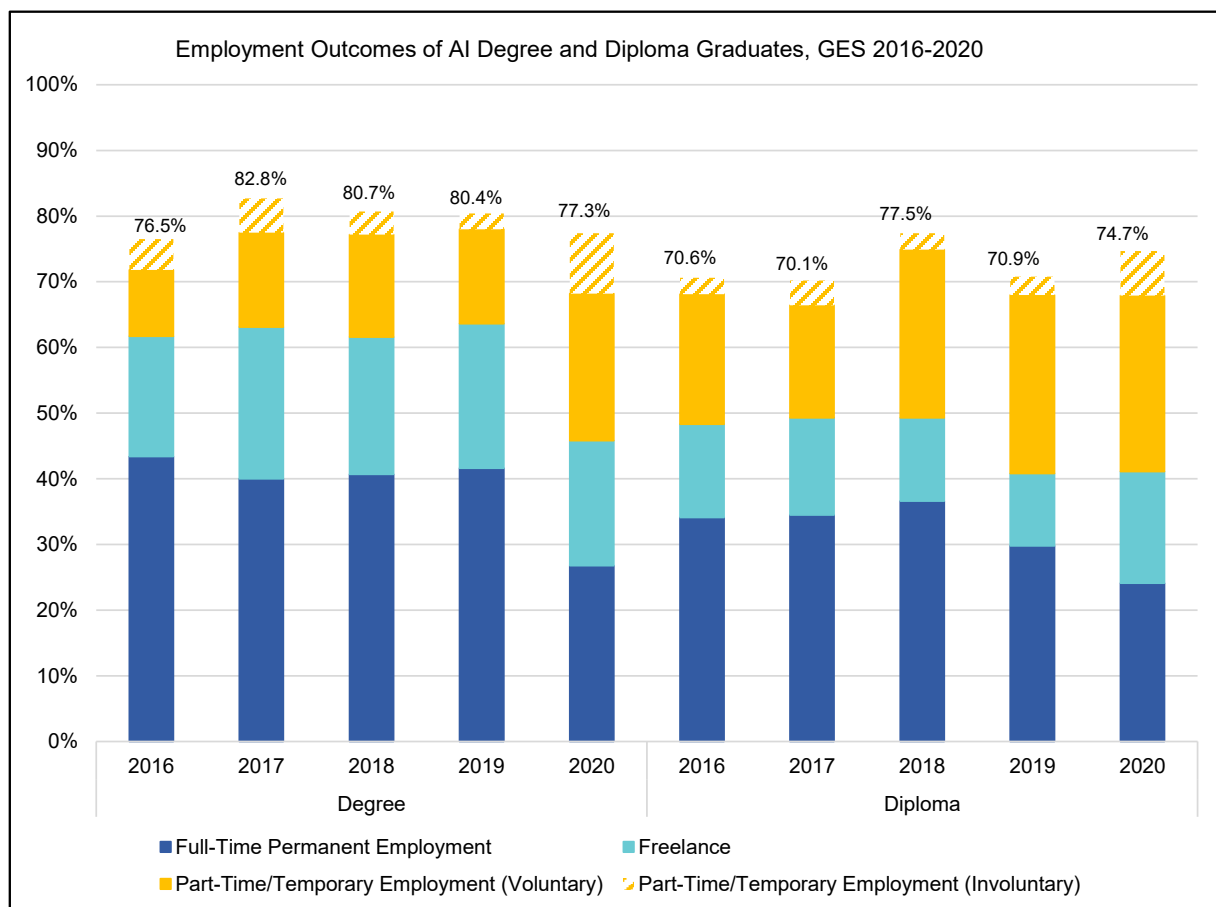
18 EMPLOYMENT OUTCOMES OF ITE FRESH AND POST-NS GRADUATES



	Fresh Graduates					Post-NS Graduates				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Proportion Of ITE Graduates In The Labour Force Who Are Employed	86.7%	79.9%	75.9%	85.0%	73.4%	86.1%	85.3%	87.2%	89.1%	81.0%
Part-Time/Temporary Employment (Involuntary)	2.6%	3.4%	4.2%	0.3%	1.8%	2.6%	3.6%	3.3%	0.6%	3.3%
Part-Time/Temporary Employment (Voluntary)	43.8%	32.9%	34.6%	33.6%	30.4%	16.2%	14.2%	16.7%	13.8%	17.5%
Freelance	-	3.4%	1.9%	4.2%	3.2%	-	3.8%	5.5%	7.4%	6.2%
Full-Time Permanent Employment	40.3%	40.2%	35.2%	47.0%	38.0%	67.3%	63.7%	61.7%	67.3%	53.9%
Median Gross Monthly Salary of FTP Employed ITE Graduates	\$1,655	\$1,700	\$1,700	\$1,700	\$1,720	\$2,000	\$2,100	\$2,200	\$2,050	\$2,200

Source: Graduate Employment Survey conducted by ITE

19 EMPLOYMENT OUTCOMES OF AI DEGREE AND DIPLOMA GRADUATES



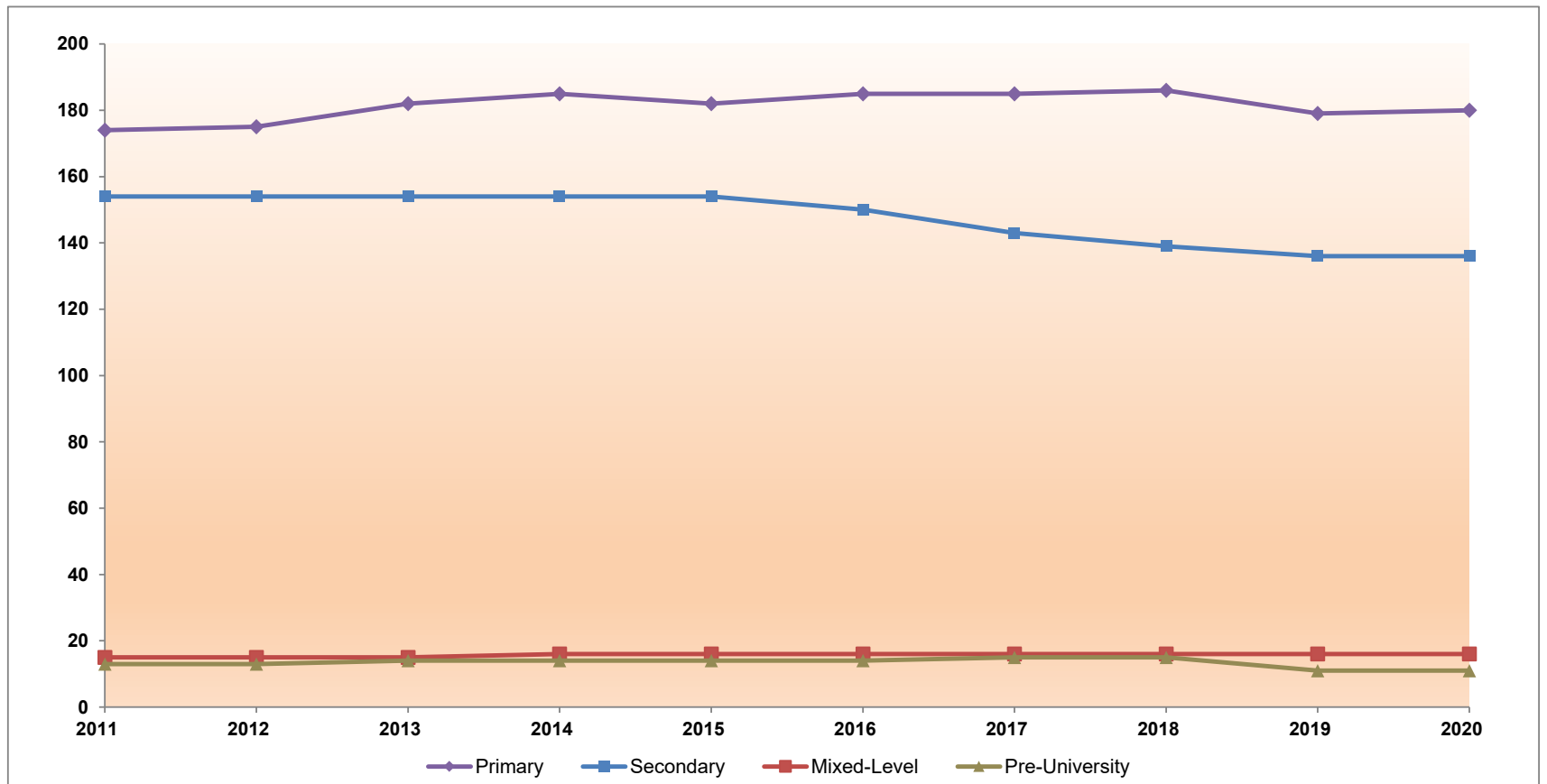
	Degree					Diploma				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Proportion Of AI Graduates In The Labour Force Who Are Employed	76.5%	82.8%	80.7%	80.4%	77.3%	70.6%	70.1%	77.5%	70.9%	74.7%
Part-Time/Temporary Employment (Involuntary)	4.7%	5.2%	3.5%	2.4%	9.2%	2.5%	3.8%	2.5%	2.8%	6.8%
Part-Time/Temporary Employment (Voluntary)	10.1%	14.4%	15.6%	14.4%	22.4%	19.8%	17.1%	25.6%	27.2%	26.8%
Freelance	18.3%	23.1%	20.9%	22.0%	19.0%	14.2%	14.8%	12.7%	11.0%	17.0%
Full-Time Permanent Employment	43.4%	40.0%	40.7%	41.6%	26.8%	34.1%	34.5%	36.6%	29.8%	24.1%
Median Gross Monthly Salary of FTP Employed AI Graduates	\$2,500	\$2,500	\$2,500	\$2,500	\$2,600	\$2,050	\$2,000	\$2,100	\$2,100	\$2,000

Source: Graduate Employment Survey jointly conducted by LASALLE and NAFA

SECTION 3

Statistical Series

NUMBER OF SCHOOLS BY LEVEL (Refer to Table 20)

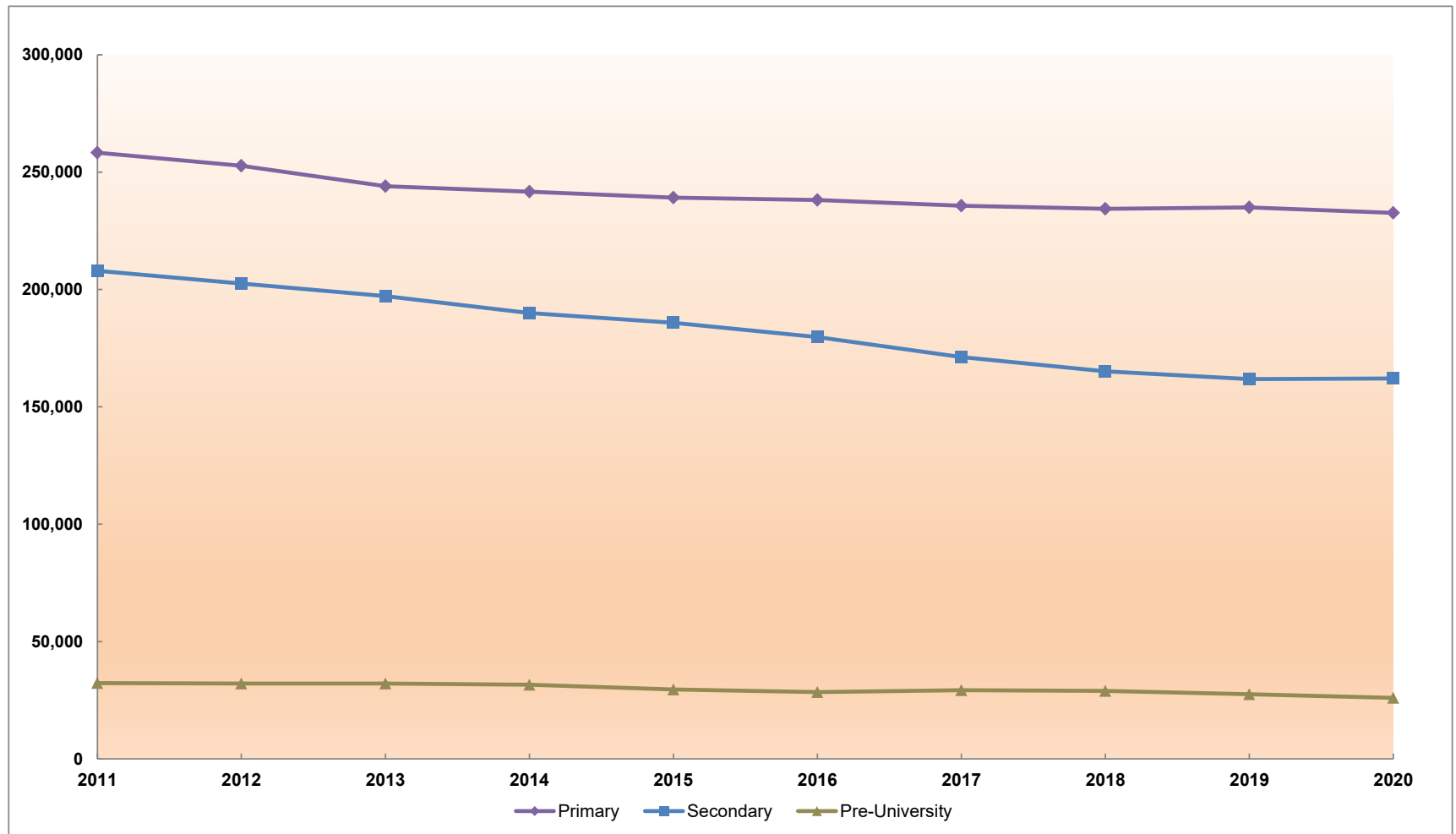


20 NUMBER OF SCHOOLS BY LEVEL AND TYPE

Year	Primary			Secondary						Mixed Level ¹						Pre-University						Grand Total
	Govt	Aided	Total	Govt	Aided	Indep	Spec Indep ²	Spec'd ²	Total	Govt	Aided	Indep	Spec Indep ²	Total	Junior College ³			Centralised Institute ⁴	Total ⁵			
															Govt	Aided	Indep					
1960	165	248	413	27	21	-	-	-	48	1	31	-	-	32	-	-	-	-	-	493		
1970	198	190	388	68	17	-	-	-	85	-	30	-	-	30	1	-	-	-	1	504		
1980	199	114	313	84	23	-	-	-	107	-	23	-	-	23	2	5	-	-	7 (19)	450		
1990	157	43	200	102	27	4	-	-	133	-	7	2	-	9	9	5	-	4	18 (25)	360		
2000	155	40	195	123	28	6	-	-	157	-	4	2	-	6	10	5	-	2	17	375		
2010	132	41	173	120	28	3	2	2	155	5	3	5	2	15	8	4	-	1	13	356		
2011	133	41	174	119	28	3	2	2	154	5	3	5	2	15	8	4	-	1	13	356		
2012	134	41	175	119	28	3	2	2	154	5	3	5	2	15	8	4	-	1	13	357		
2013	141	41	182	119	28	2	2	3	154	4	3	6	2	15	9	4	-	1	14	365		
2014	144	41	185	119	28	2	1	4	154	4	3	6	3	16	9	4	-	1	14	369		
2015	141	41	182	119	28	2	1	4	154	4	3	6	3	16	9	4	-	1	14	366		
2016	144	41	185	115	28	2	1	4	150	4	3	6	3	16	9	4	-	1	14	365		
2017	144	41	185	108	28	2	1	4	143	4	3	6	3	16	10	4	-	1	15	359		
2018	145	41	186	104	28	2	1	4	139	4	3	6	3	16	10	4	-	1	15	356		
2019	138	41	179	101	28	2	1	4	136	4	3	6	3	16	6	4	-	1	11	342		
2020	139	41	180	101	28	2	1	4	136	4	3	6	3	16	6	4	-	1	11	343		

- Note:
- 1) Mixed Level comprises Primary & Secondary Schools (P1-S4/5), Secondary & Junior College Schools (S1-JC2); and Upper Secondary and Junior College (S3-JC2). Figures prior to 2004 refer only to Primary and Secondary Schools. Figures are classified by type according to their secondary sections.
 - 2) "Spec Indep" refers to "Specialised Independent" and "Spec'd" refers to "Specialised".
 - 3) The first junior college (National Junior College) was opened in 1969.
 - 4) Centralised Institute, which provides a 3-year pre-university course leading to A-level certification, was introduced in 1987.
 - 5) Figures exclude the number of Pre-U centres, which are indicated in parentheses. Introduced in 1979, Pre-U centres are schools that offer a 3-year pre-university course leading to A-level certification. They were phased out in 1995 due to falling demand.

ENROLMENT BY LEVEL (Refer to Table 21)



21 ENROLMENT BY LEVEL AND SCHOOL TYPE

Year	Sex	Primary			Secondary						Pre-University ¹					Grand Total
		Govt	Aided	Total	Govt	Aided	Auto ²	Indep		Total	Govt	Aided	Auto ²	Indep	Total	
1960	MF	139,932	143,104	283,036	26,300	24,623	-	-	-	50,923	1,298	3,830	-	-	5,128	339,087
	F	61,636	63,430	125,066	8,484	11,607	-	-	-	20,091	330	1,442	-	-	1,772	146,929
1970	MF	233,692	129,150	362,842	97,997	35,408	-	-	-	133,405	5,877	3,991	-	-	9,868	506,115
	F	108,947	60,472	169,419	46,472	18,830	-	-	-	65,302	2,664	1,627	-	-	4,291	239,012
1980	MF	214,187	77,323	291,510	115,185	40,348	-	-	-	155,533	9,826	6,446	-	-	16,272	463,315
	F	101,232	37,971	139,203	57,734	21,034	-	-	-	78,768	5,799	3,819	-	-	9,618	227,589
1990	MF	195,994	61,763	257,757	116,693	35,589	-	8,260	-	160,542	21,107	8,107	-	-	29,214	447,513
	F	91,747	30,437	122,184	56,741	20,036	-	1,654	-	78,431	12,110	4,268	-	-	16,378	216,993
2000	MF	223,272	82,433	305,705	110,154	27,902	25,262	12,087	-	175,405	16,452	8,352	-	-	24,804	505,914
	F	106,443	40,964	147,407	50,805	13,659	14,075	5,315	-	83,854	9,141	4,365	-	-	13,506	244,767
2010	MF	189,999	73,907	263,906	155,033	42,934	13,260	1,953	1,208	214,388	19,440	6,877	5,717	386	32,420	510,714
	F	90,030	37,507	127,537	74,437	21,661	5,824	945	412	103,279	11,100	3,816	2,717	136	17,769	248,585
		Govt	Aided	Total	Govt	Aided	Indep	Spec	Spec'd ³	Total	Govt	Aided	Indep	Spec	Total	
							Indep ³							Indep ³		
2011	MF	185,451	72,842	258,293	148,912	42,412	13,118	2,212	1,320	207,974	19,138	6,821	5,824	513	32,296	498,563
	F	87,858	36,953	124,811	71,537	21,546	5,789	1,024	450	100,346	10,802	3,742	2,782	239	17,565	242,722
2012	MF	180,829	71,906	252,735	143,943	41,620	13,024	2,465	1,468	202,520	19,035	6,618	5,811	623	32,087	487,342
	F	85,837	36,617	122,454	69,240	21,119	5,723	1,119	522	97,723	10,834	3,536	2,809	332	17,511	237,688
2013	MF	173,721	70,324	244,045	139,542	40,456	12,759	2,693	1,715	197,165	19,109	6,545	5,881	630	32,165	473,375
	F	82,692	35,930	118,622	67,269	20,512	5,619	1,200	617	95,217	10,797	3,456	2,874	328	17,455	231,294
2014	MF	171,975	69,708	241,683	133,011	39,537	12,585	2,698	2,165	189,996	18,755	6,278	5,908	672	31,613	463,292
	F	81,912	35,791	117,703	64,023	20,034	5,585	1,211	783	91,636	10,474	3,330	2,870	361	17,035	226,374
2015	MF	169,972	69,130	239,102	129,667	38,557	12,399	2,670	2,562	185,855	17,476	5,659	5,717	707	29,559	454,516
	F	81,087	35,521	116,608	62,573	19,488	5,552	1,200	908	89,721	9,722	3,085	2,775	385	15,967	222,296
2016	MF	169,389	68,751	238,140	124,645	37,482	12,067	2,665	2,894	179,753	16,763	5,308	5,669	702	28,442	446,335
	F	80,871	35,287	116,158	60,464	19,032	5,478	1,158	1,027	87,159	9,329	2,893	2,766	381	15,369	218,686
2017	MF	167,732	68,022	235,754	117,148	36,607	11,856	2,651	2,918	171,180	17,269	5,410	5,862	711	29,252	436,186
	F	80,179	34,895	115,074	56,821	18,597	5,407	1,144	1,014	82,983	9,656	2,892	2,836	375	15,759	213,816
2018	MF	166,848	67,566	234,414	111,951	35,912	11,862	2,664	2,735	165,124	15,908	6,203	6,197	704	29,012	428,550
	F	79,810	34,663	114,473	54,539	18,225	5,405	1,178	921	80,268	8,791	3,323	3,012	377	15,503	210,244
2019	MF	167,672	67,367	235,039	108,825	35,728	11,819	2,688	2,771	161,831	14,122	6,443	6,272	695	27,532	424,402
	F	80,311	34,428	114,739	53,049	18,078	5,378	1,165	946	78,616	7,796	3,459	3,075	381	14,711	208,066
2020	MF	165,547	67,103	232,650	108,803	35,836	11,924	2,738	2,770	162,071	13,295	5,942	6,036	732	26,005	420,726
	F	79,328	34,265	113,593	53,174	18,097	5,463	1,201	960	78,895	7,347	3,138	2,923	375	13,783	206,271

Note: 1) Pre-University includes Junior Colleges, Centralised Institute and Pre-U centres.

2) Since 2008, Autonomous schools (Auto) have been grouped under Government and Government-aided schools.

3) "Spec Indep" refers to "Specialised Independent" and "Spec'd" refers to "Specialised".

22 PRIMARY ENROLMENT BY LEVEL AND STREAM

Year	Sex	Pri 1	Pri 2	Pri 3	Primary 4			Primary 5 ¹			Primary 6			Total
					Norm	Extd	Mono	Norm	Extd	Mono	Norm	Extd	Mono	
1960	MF	60,049	59,052	51,087	43,395	-	-	38,241	-	-	31,212	-	-	283,036
	F	28,100	26,679	22,424	18,594	-	-	16,484	-	-	12,785	-	-	125,066
1970	MF	55,557	55,070	57,585	59,440	-	-	60,272	-	-	74,918	-	-	362,842
	F	26,856	26,533	27,307	27,970	-	-	28,408	-	-	32,345	-	-	169,419
1980	MF	46,377	49,655	47,495	45,994	4,670	2,189	45,374	-	-	49,756	-	-	291,510
	F	22,460	23,800	22,595	22,015	1,657	650	22,011	-	-	24,015	-	-	139,203
1990	MF	39,317	41,582	41,254	36,086	2,620	1,695	33,444	5,155	1,643	32,508	3,981	2,066	257,757 ²
	F	18,803	19,789	19,787	17,773	1,001	563	16,384	2,178	584	16,324	1,689	726	122,184
2000	MF	50,204	49,844	50,019	52,116	-	-	EM1	EM2	EM3	EM1	EM2	EM3	305,705
	F	24,215	24,144	24,254	25,156	-	-	10,238	34,369	4,142	9,239	36,959	8,575	147,407
2010	MF	39,595	42,405	43,022	48,418	-	-	45,141			45,325			263,906
	F	19,274	20,635	20,798	23,224	-	-	21,680			21,926			127,537
2011	MF	39,295	39,492	42,542	43,165	-	-	48,281			45,518			258,293
	F	18,991	19,252	20,712	20,833	-	-	23,165			21,858			124,811
2012	MF	39,582	39,258	39,610	42,652	-	-	43,042			48,591			252,735
	F	19,300	18,994	19,310	20,780	-	-	20,787			23,283			122,454
2013	MF	40,168	39,407	39,273	39,510	-	-	42,384			43,303			244,045
	F	19,566	19,232	19,013	19,279	-	-	20,652			20,880			118,622
2014	MF	40,927	40,179	39,440	39,252	-	-	39,277			42,608			241,683
	F	19,962	19,579	19,245	19,030	-	-	19,168			20,719			117,703
2015	MF	40,063	40,774	40,199	39,461	-	-	39,094			39,511			239,102
	F	19,633	19,912	19,592	19,273	-	-	18,964			19,234			116,608
2016	MF	38,904	40,077	40,733	40,136	-	-	39,252			39,038			238,140
	F	18,977	19,642	19,880	19,578	-	-	19,153			18,928			116,158
2017	MF	36,885	38,997	40,135	40,618	-	-	39,949			39,170			235,754
	F	17,936	19,051	19,662	19,843	-	-	19,482			19,100			115,074
2018	MF	37,671	37,092	39,173	40,180	-	-	40,427			39,871			234,414
	F	18,392	18,054	19,110	19,685	-	-	19,775			19,457			114,473
2019	MF	40,324	37,888	37,128	39,180	-	-	40,074			40,445			235,039
	F	19,616	18,516	18,091	19,101	-	-	19,631			19,784			114,739
2020	MF	37,363	40,755	38,019	37,236	-	-	39,133			40,144			232,650
	F	18,227	19,839	18,589	18,151	-	-	19,102			19,685			113,593

Note: 1) The channelling of Primary 3 students into Primary 4 Normal, Extended and Monolingual streams was replaced in 1992 by channelling at Primary 4 into Primary 5 EM1, EM2 and EM3 streams.

2) Total primary enrolment includes Primary 7 and Primary 8 students from the Extended and Monolingual streams.

3) Since 2004, the distinction between the EM1 and EM2 streams have been removed and schools were given the autonomy to decide on how best to band their students by ability, in ways that added the most educational value. Since 2008, Subject-based Banding was introduced for the Primary 5 cohort and streaming was removed. With Subject-based Banding, students are able to offer a mix of Standard or Foundation level subjects depending on their aptitude in each subject.

23.1 SECONDARY ENROLMENT BY LEVEL AND COURSE

Year	Sex	Secondary 1					Secondary 2					Secondary 3				
		Special	Express ¹	Normal (Acad)	Normal (Tech) ²	Total	Special	Express ¹	Normal (Acad)	Normal (Tech) ²	Total	Special	Express ¹	Normal (Acad)	Normal (Tech) ²	Total
1960	MF	-	20,842	-	-	20,842	-	13,048	-	-	13,048	-	9,333	-	-	9,333
	F	-	8,040	-	-	8,040	-	5,597	-	-	5,597	-	3,710	-	-	3,710
1970	MF	-	38,200	-	-	38,200	-	36,970	-	-	36,970	-	30,485	-	-	30,485
	F	-	18,886	-	-	18,886	-	17,701	-	-	17,701	-	15,071	-	-	15,071
1980	MF	1,511	45,489	-	-	47,000	1,737	39,068	-	-	40,805	-	34,803	-	-	34,803
	F	800	22,509	-	-	23,309	978	19,765	-	-	20,743	-	17,860	-	-	17,860
1990	MF	2,354	20,113	13,292	-	35,759	2,278	22,336	13,167	-	37,781	2,228	21,503	12,623	-	36,354
	F	1,133	10,027	6,279	-	17,439	1,134	11,114	6,093	-	18,341	1,092	10,790	5,897	-	17,779
2000	MF	4,182	22,585	9,855	7,795	44,417	3,766	19,939	9,472	5,808	38,985	4,329	22,573	10,609	5,975	43,486
	F	2,239	11,301	4,687	3,160	21,387	1,997	10,126	4,270	2,359	18,752	2,262	11,353	4,738	2,386	20,739
2010	MF	-	29,785	12,394	6,491	48,670	-	31,296	12,978	6,661	50,935	-	32,933	14,048	6,197	53,178
	F	-	15,417	5,832	2,260	23,509	-	16,230	6,023	2,285	24,538	-	17,140	6,287	2,047	25,474
2011	MF	-	27,732	11,436	6,045	45,213	-	30,226	12,882	6,248	49,356	-	32,869	13,579	6,513	52,961
	F	-	14,240	5,475	2,172	21,887	-	15,746	5,984	2,146	23,876	-	17,069	6,151	2,215	25,435
2012	MF	-	27,293	11,848	6,057	45,198	-	28,038	11,825	5,842	45,705	-	31,387	13,324	6,084	50,795
	F	-	13,803	5,636	2,289	21,728	-	14,507	5,551	2,071	22,129	-	16,378	6,083	2,069	24,530
2013	MF	-	28,870	12,747	6,477	48,094	-	27,671	12,132	5,745	45,548	-	28,897	12,144	5,674	46,715
	F	-	14,802	5,955	2,346	23,103	-	14,077	5,695	2,095	21,867	-	15,016	5,554	1,992	22,562
2014	MF	-	27,490	9,873	5,606	42,969	-	29,241	12,973	6,114	48,328	-	28,619	12,447	5,646	46,712
	F	-	13,963	4,713	2,080	20,756	-	15,071	5,988	2,169	23,228	-	14,607	5,698	2,029	22,334
2015	MF	-	26,736	9,972	5,509	42,217	-	27,719	10,141	5,396	43,256	-	30,007	13,222	5,973	49,202
	F	-	13,841	4,556	2,191	20,588	-	14,155	4,791	1,947	20,893	-	15,530	5,927	2,098	23,555
2016	MF	-	24,613	10,033	4,904	39,550	-	26,976	10,248	5,253	42,477	-	28,387	10,614	5,249	44,250
	F	-	12,568	4,795	1,899	19,262	-	14,020	4,651	2,031	20,702	-	14,519	4,870	1,855	21,244
2017	MF	-	24,475	9,559	4,948	38,982	-	24,915	10,170	4,649	39,734	-	27,750	10,504	5,155	43,409
	F	-	12,471	4,576	1,859	18,906	-	12,760	4,808	1,767	19,335	-	14,399	4,654	1,964	21,017
2018	MF	-	24,432	9,663	4,991	39,086	-	24,645	9,710	4,675	39,030	-	25,619	10,378	4,535	40,532
	F	-	12,575	4,575	1,914	19,064	-	12,599	4,584	1,695	18,878	-	13,121	4,816	1,724	19,661
2019	MF	-	24,879	9,466	5,226	39,571	-	24,704	9,760	4,723	39,187	-	25,215	9,899	4,619	39,733
	F	-	12,635	4,557	2,092	19,284	-	12,740	4,598	1,759	19,097	-	12,898	4,569	1,678	19,145
2020	MF	-	25,085	9,795	5,274	40,154	-	25,310	9,474	4,935	39,719	-	25,353	9,874	4,682	39,909
	F	-	12,881	4,649	2,084	19,614	-	12,918	4,486	1,943	19,347	-	13,087	4,562	1,740	19,389

Continued next page

Note: As cohorts progress over the years, the numbers across courses may fluctuate as students have opportunities to transfer laterally across courses.

1) Special and Express streams have been merged since the 2008 Secondary 1 cohort.

2) Normal(Tech) include students on the ITE Skill Certificate (ISC) course.

23.2 SECONDARY ENROLMENT BY LEVEL AND COURSE

Year	Sex	Secondary 4				Sec 5	Total				Grand Total	
		Special	Express ¹	Normal (Acad)	Normal (Tech) ²		Total	Normal (Acad)	Special	Express ¹		Normal (Acad)
1960	MF	-	7,700	-	-	7,700	-	-	50,923	-	-	50,923
	F	-	2,744	-	-	2,744	-	-	20,091	-	-	20,091
1970	MF	-	27,750	-	-	27,750	-	-	133,405	-	-	133,405
	F	-	13,644	-	-	13,644	-	-	65,302	-	-	65,302
1980	MF	-	32,925	-	-	32,925	-	3,248	152,285	-	-	155,533
	F	-	16,856	-	-	16,856	-	1,778	76,990	-	-	78,768
1990	MF	2,167	23,733	13,197	-	39,097	11,551	9,027	87,685	63,830	-	160,542
	F	1,071	11,890	6,249	-	19,210	5,662	4,430	43,821	30,180	-	78,431
2000	MF	4,100	21,299	10,058	5,654	41,111	7,406	16,377	86,396	47,400	25,232	175,405
	F	2,239	10,797	4,457	2,110	19,603	3,373	8,737	43,577	21,525	10,015	83,854
2010	MF	4,053	28,356	13,003	6,661	52,073	9,532	4,053	122,370	61,955	26,010	214,388
	F	2,498	14,509	5,931	2,353	25,291	4,467	2,498	63,296	28,540	8,945	103,279
2011	MF	-	31,984	13,307	5,972	51,263	9,181	-	122,811	60,385	24,778	207,974
	F	-	16,760	6,016	1,960	24,736	4,412	-	63,815	28,038	8,493	100,346
2012	MF	-	32,011	13,084	6,230	51,325	9,497	-	118,729	59,578	24,213	202,520
	F	-	16,717	5,991	2,099	24,807	4,529	-	61,405	27,790	8,528	97,723
2013	MF	-	30,585	12,776	5,829	49,190	7,618	-	116,023	57,417	23,725	197,165
	F	-	16,045	5,862	1,975	23,882	3,803	-	59,940	26,869	8,408	95,217
2014	MF	-	28,293	11,446	5,444	45,183	6,804	-	113,643	53,543	22,810	189,996
	F	-	14,781	5,292	1,903	21,976	3,342	-	58,422	25,033	8,181	91,636
2015	MF	-	28,115	11,784	5,514	45,413	5,767	-	112,577	50,886	22,392	185,855
	F	-	14,411	5,436	1,966	21,813	2,872	-	57,937	23,582	8,202	89,721
2016	MF	-	29,444	12,533	5,892	47,869	5,607	-	109,420	49,035	21,298	179,753
	F	-	15,311	5,694	2,074	23,079	2,872	-	56,418	22,882	7,859	87,159
2017	MF	-	27,780	10,093	5,158	43,031	6,024	-	104,920	46,350	19,910	171,180
	F	-	14,311	4,673	1,831	20,815	2,910	-	53,941	21,621	7,421	82,983
2018	MF	-	27,173	9,979	5,086	42,238	4,238	-	101,869	43,968	19,287	165,124
	F	-	14,149	4,454	1,932	20,535	2,130	-	52,444	20,559	7,265	80,268
2019	MF	-	25,217	9,829	4,476	39,522	3,818	-	100,015	42,772	19,044	161,831
	F	-	12,956	4,633	1,677	19,266	1,824	-	51,229	20,181	7,206	78,616
2020	MF	-	24,847	9,402	4,560	38,809	3,480	-	100,595	42,025	19,451	162,071
	F	-	12,749	4,394	1,651	18,794	1,751	-	51,635	19,842	7,418	78,895

Note: As cohorts progress over the years, the numbers across courses may fluctuate as students have opportunities to transfer laterally across courses.

1) Special and Express streams have been merged since the 2008 Secondary 1 cohort.

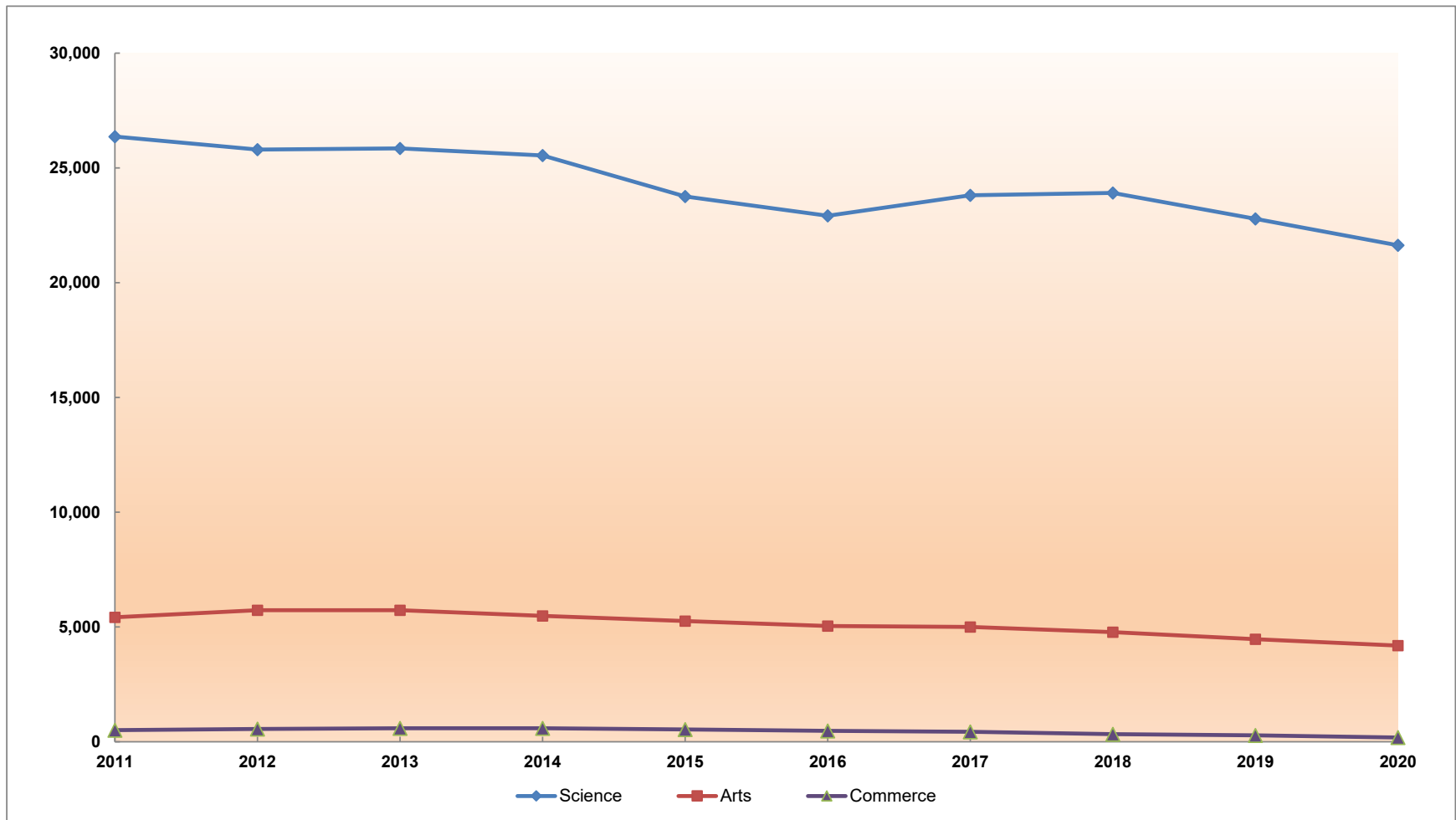
2) Normal(Tech) include students on the ITE Skill Certificate (ISC) course.

24 PRE-UNIVERSITY ENROLMENT BY LEVEL

Year	Sex	Junior College			Centralised Institute				Pre-U Centre ¹				Grand Total
		JC1	JC2	Total	PU1	PU2	PU3	Total	PU1	PU2	PU3	Total	
1960	MF	-	-	-	-	-	-	-	2,809	2,319	-	5,128	5,128
	F	-	-	-	-	-	-	-	934	838	-	1,772	1,772
1970	MF	454	564	1,018	-	-	-	-	4,735	4,115	-	8,850	9,868
	F	221	276	497	-	-	-	-	2,091	1,703	-	3,794	4,291
1980	MF	5,669	5,239	10,908	-	-	-	-	2,911	2,453	-	5,364	16,272
	F	3,253	3,069	6,322	-	-	-	-	1,797	1,499	-	3,296	9,618
1990	MF	11,047	11,048	22,095	1,509	1,067	626	3,202	1,023	1,260	1,634	3,917	29,214
	F	5,823	5,802	11,625	1,052	752	427	2,231	668	805	1,049	2,522	16,378
2000	MF	11,797	11,903	23,700	394	421	289	1,104	-	-	-	-	24,804
	F	6,286	6,520	12,806	257	251	192	700	-	-	-	-	13,506
2010	MF	16,327	14,724	31,051	571	441	357	1,369	-	-	-	-	32,420
	F	8,836	8,030	16,866	385	283	235	903	-	-	-	-	17,769
2011	MF	16,195	14,771	30,966	551	432	347	1,330	-	-	-	-	32,296
	F	8,742	7,952	16,694	361	276	234	871	-	-	-	-	17,565
2012	MF	16,155	14,659	30,814	572	364	337	1,273	-	-	-	-	32,087
	F	8,801	7,894	16,695	357	240	219	816	-	-	-	-	17,511
2013	MF	16,261	14,601	30,862	629	372	302	1,303	-	-	-	-	32,165
	F	8,742	7,906	16,648	372	234	201	807	-	-	-	-	17,455
2014	MF	15,337	14,901	30,238	600	485	290	1,375	-	-	-	-	31,613
	F	8,256	7,973	16,229	336	285	185	806	-	-	-	-	17,035
2015	MF	14,043	14,234	28,277	469	441	372	1,282	-	-	-	-	29,559
	F	7,537	7,662	15,199	297	249	222	768	-	-	-	-	15,967
2016	MF	14,122	13,119	27,241	480	336	385	1,201	-	-	-	-	28,442
	F	7,613	7,037	14,650	294	207	218	719	-	-	-	-	15,369
2017	MF	14,838	13,281	28,119	535	327	271	1,133	-	-	-	-	29,252
	F	7,955	7,101	15,056	329	205	169	703	-	-	-	-	15,759
2018	MF	14,022	14,078	28,100	376	358	178	912	-	-	-	-	29,012
	F	7,440	7,526	14,966	217	216	104	537	-	-	-	-	15,503
2019	MF	13,296	13,356	26,652	350	264	266	880	-	-	-	-	27,532
	F	7,141	7,042	14,183	223	142	163	528	-	-	-	-	14,711
2020	MF	12,602	12,623	25,225	346	220	214	780	-	-	-	-	26,005
	F	6,565	6,761	13,326	205	139	113	457	-	-	-	-	13,783

Note: 1) Pre-U Centres were phased out in 1995.

PRE-UNIVERSITY ENROLMENT BY COURSE (Refer to Table 25)



25 PRE-UNIVERSITY ENROLMENT BY COURSE AND LEVEL

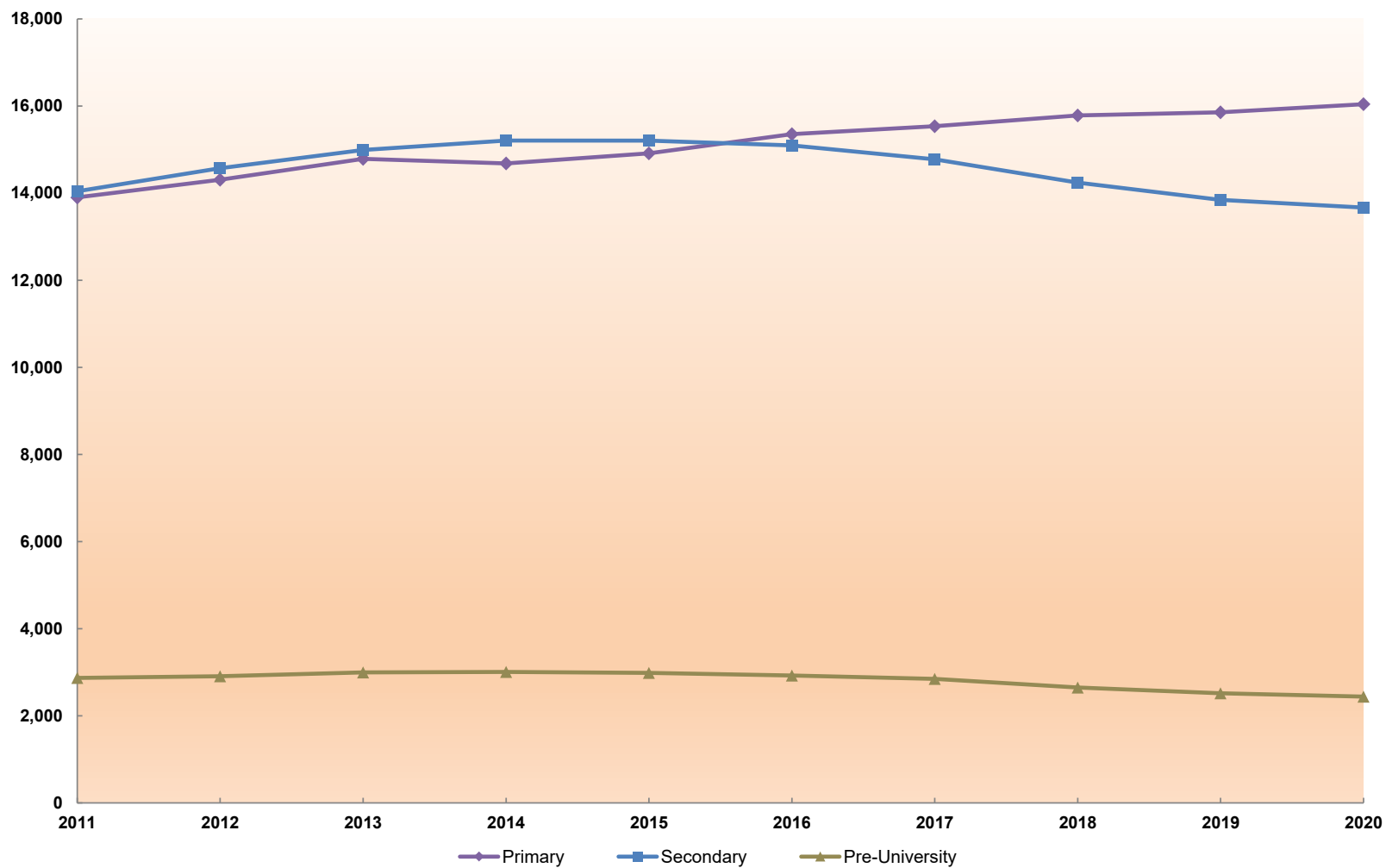
Year	Sex	Arts					Science					Commerce					Total
		JC1	JC2	PU1	PU2	PU3	JC1	JC2	PU1	PU2	PU3	JC1	JC2	PU1	PU2	PU3	
1960	MF	-	-	NA	NA	-	-	-	NA	NA	-	-	-	-	-	-	5,128
	F	-	-	NA	NA	-	-	-	NA	NA	-	-	-	-	-	-	1,772
1970	MF	x	x	2,596	2,417	-	x	x	2,433	2,155	-	x	x	160	107	-	9,868
	F	x	x	1,471	1,285	-	x	x	720	632	-	x	x	121	62	-	4,291
1980	MF	1,158	1,167	754	1,038	-	3,301	3,220	773	732	-	1,210	852	1,384	683	-	16,272
	F	903	889	521	695	-	1,355	1,456	270	308	-	995	724	1,006	496	-	9,618
1990	MF	1,992	2,056	351	416	575	6,370	6,593	280	204	118	2,685	2,399	1,901	1,707	1,567	29,214
	F	1,408	1,489	253	269	367	2,464	2,504	85	80	48	1,951	1,809	1,382	1,208	1,061	16,378
2000	MF	2,442	1,904	138	103	81	9,355	8,262	91	97	47	-	1,737	165	221	161	24,804
	F	1,757	1,392	87	69	55	4,529	3,928	50	38	19	-	1,200	120	144	118	13,506
2010	MF	2,733	2,400	164	127	63	13,594	12,324	223	168	97	-	-	184	146	197	32,420
	F	1,835	1,641	123	92	49	7,001	6,389	131	93	58	-	-	131	98	128	17,769
2011	MF	2,769	2,331	126	106	89	13,426	12,440	196	182	123	-	-	229	144	135	32,296
	F	1,879	1,582	96	69	70	6,863	6,370	107	105	66	-	-	158	102	98	17,565
2012	MF	3,025	2,451	101	68	87	13,130	12,208	183	146	132	-	-	288	150	118	32,087
	F	2,069	1,681	76	56	58	6,732	6,213	100	80	74	-	-	181	104	87	17,511
2013	MF	2,854	2,614	135	68	58	13,407	11,987	211	137	105	-	-	283	167	139	32,165
	F	1,957	1,833	96	51	49	6,785	6,073	100	77	54	-	-	176	106	98	17,455
2014	MF	2,697	2,467	168	94	59	12,640	12,434	199	167	100	-	-	233	224	131	31,613
	F	1,873	1,726	124	67	45	6,383	6,247	78	82	55	-	-	134	136	85	17,035
2015	MF	2,508	2,455	113	99	86	11,535	11,779	164	161	119	-	-	192	181	167	29,559
	F	1,753	1,743	85	79	61	5,784	5,919	103	60	60	-	-	109	110	101	15,967
2016	MF	2,443	2,314	131	75	81	11,679	10,805	167	129	140	-	-	182	132	164	28,442
	F	1,732	1,620	96	56	66	5,881	5,417	88	72	54	-	-	110	79	98	15,369
2017	MF	2,427	2,278	147	88	65	12,411	11,003	182	123	92	-	-	206	116	114	29,252
	F	1,684	1,610	100	72	49	6,271	5,491	109	63	51	-	-	120	70	69	15,759
2018	MF	2,302	2,267	80	78	50	11,720	11,811	175	135	65	-	-	121	145	63	29,012
	F	1,589	1,583	49	58	41	5,851	5,943	96	75	31	-	-	72	83	32	15,503
2019	MF	2,167	2,122	68	48	61	11,129	11,234	212	121	88	-	-	70	95	117	27,532
	F	1,518	1,477	48	27	48	5,623	5,565	126	65	46	-	-	49	50	69	14,711
2020	MF	1,998	2,037	66	49	40	10,604	10,586	234	114	91	-	-	46	57	83	26,005
	F	1,405	1,441	45	33	24	5,160	5,320	132	70	45	-	-	28	36	44	13,783

Note: "NA" - Courses for 1960 are not available.

"x" - Figures for JC are included under PU1 & PU2.

Since 2006, as part of a new broad-based JC education, students are required to do at least one subject outside their area of specialisation. For example, a Science course student is required to take at least one Humanities subject and an Arts course student is required to take at least one Science subject.

NUMBER OF TEACHERS BY LEVEL (Refer to Table 26)



26 NUMBER OF TEACHERS BY LEVEL AND SCHOOL TYPE

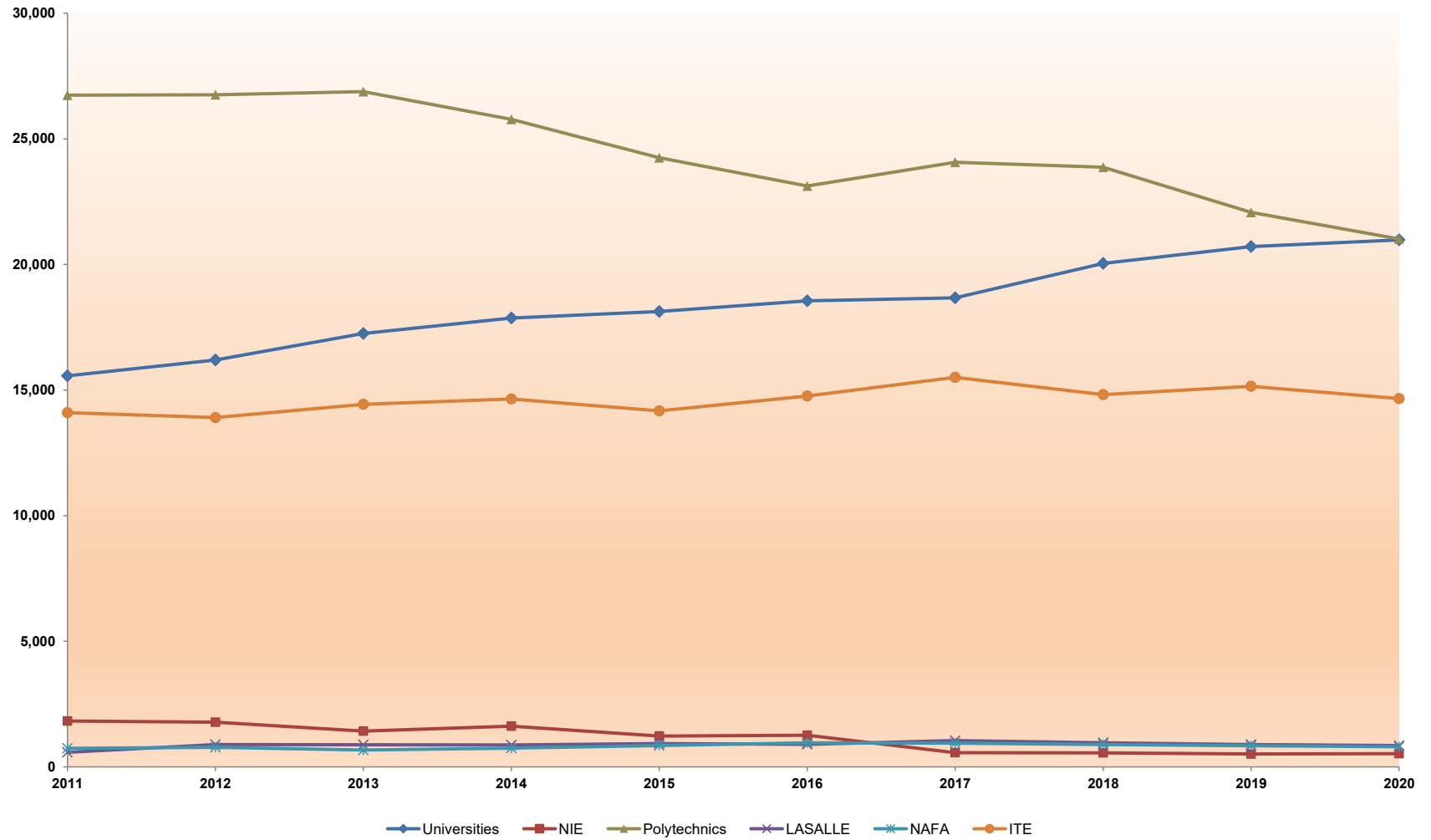
Year	Sex	Primary			Secondary					Pre-University					Grand Total
		Govt	Aided	Total	Govt	Aided	Auto ¹	Indep	Total	Govt	Aided	Auto ¹	Indep	Total	
1960	MF	4,283	4,316	8,599	979	1,025	-	-	2,004	-	-	-	-	-	10,603
	F	1,944	2,377	4,321	248	426	-	-	674	-	-	-	-	-	4,995
1970	MF	8,044	4,172	12,216	4,847	1,598	-	-	6,445	x	x	-	-	-	18,661
	F	5,485	2,569	8,054	2,155	776	-	-	2,931	x	x	-	-	-	10,985
1980	MF	7,244	2,837	10,081	5,605	2,234	-	-	7,839	x	x	-	-	-	17,920
	F	4,834	1,908	6,742	3,013	1,304	-	-	4,317	x	x	-	-	-	11,059
1990	MF	7,848	2,158	10,006	5,660	1,533	-	393	7,586	1,038	502	-	-	1,540	19,132
	F	5,560	1,673	7,233	3,395	1,047	-	269	4,711	661	323	-	-	984	12,928
2000	MF	8,659	3,264	11,923	5,791	1,559	1,026	756	9,132	1,245	640	-	-	1,885	22,940
	F	6,822	2,767	9,589	3,650	1,068	722	545	5,985	730	376	-	-	1,106	16,680
		Govt	Aided	Total	Govt	Aided	Indep	Spec Indep	Spec'd	Total	Govt	Aided	Indep	Total	
2010	MF	9,892	3,801	13,693	9,496	2,515	1,078	185	58	13,332	1,714	600	523	2,837	29,862
	F	8,012	3,219	11,231	6,219	1,722	699	109	23	8,772	995	348	284	1,627	21,630
2011	MF	9,936	3,967	13,903	9,859	2,716	1,064	259	145	14,043	1,730	616	523	2,869	30,815
	F	8,011	3,341	11,352	6,429	1,836	701	153	54	9,173	1,005	355	288	1,648	22,173
2012	MF	10,219	4,090	14,309	10,181	2,821	1,100	309	163	14,574	1,756	618	534	2,908	31,791
	F	8,243	3,446	11,689	6,631	1,896	727	180	62	9,496	1,033	359	300	1,692	22,877
2013	MF	10,553	4,235	14,788	10,416	2,924	1,086	358	209	14,993	1,813	638	547	2,998	32,779
	F	8,496	3,550	12,046	6,778	1,953	716	201	83	9,731	1,074	368	290	1,732	23,509
2014	MF	10,541	4,142	14,683	10,538	2,996	1,079	349	246	15,208	1,840	633	534	3,007	32,898
	F	8,472	3,478	11,950	6,814	2,007	706	194	101	9,822	1,085	370	284	1,739	23,511
2015	MF	10,740	4,174	14,914	10,541	2,967	1,064	353	282	15,207	1,814	613	557	2,984	33,105
	F	8,617	3,497	12,114	6,775	1,989	685	203	121	9,773	1,053	353	294	1,700	23,587
2016	MF	11,161	4,196	15,357	10,356	2,972	1,064	386	318	15,096	1,820	574	531	2,925	33,378
	F	8,911	3,506	12,417	6,640	1,990	685	228	142	9,685	1,052	338	282	1,672	23,774
2017	MF	11,339	4,198	15,537	10,041	2,985	1,063	366	323	14,778	1,763	558	527	2,848	33,163
	F	9,058	3,493	12,551	6,390	1,991	685	223	140	9,429	1,027	327	281	1,635	23,615
2018	MF	11,559	4,228	15,787	9,571	2,926	1,048	360	336	14,241	1,571	555	526	2,652	32,680
	F	9,243	3,504	12,747	6,094	1,960	680	218	149	9,101	899	324	282	1,505	23,353
2019	MF	11,629	4,228	15,857	9,226	2,890	1,047	356	329	13,848	1,425	564	531	2,520	32,225
	F	9,290	3,509	12,799	5,869	1,925	670	216	138	8,818	813	329	293	1,435	23,052
2020	MF	11,799	4,243	16,042	9,068	2,844	1,061	416	280	13,669	1,364	559	518	2,441	32,152
	F	9,435	3,520	12,955	5,751	1,888	677	235	121	8,672	772	322	283	1,377	23,004

Note: Data is correct as at 31 December in each year. (Prior to 1996, data is correct as at June in each year)

"x" - figures for JC section are included under Secondary.

1) Since 2008, Autonomous schools (Auto) have been grouped under Government and Government-Aided schools.

INTAKE: UNIVERSITIES, POLYTECHNICS, LASALLE, NAFA AND ITE (FULL-TIME) (Refer to Table 27)



27 INTAKE¹: UNIVERSITIES, POLYTECHNICS, LASALLE, NAFA AND ITE (FULL-TIME)

Year	Sex	Universities ²								NIE ³	Polytechnics ⁴						LASALLE		NAFA		ITE ⁶
		NUS	Nanyang U.	NTU	SMU	SIT	SUTD	SUSS	Total		S'pore	Ngee Ann	Temasek	Nanyang	Republic	Total	Diploma	Degree ⁵	Diploma	Degree ⁵	
1960	MF	532	651	-	-	-	-	-	1,183	890	874	-	-	-	-	874	-	-	-	-	-
	F	189	137	-	-	-	-	-	326	433	51	-	-	-	-	51	-	-	-	-	-
1970	MF	1,390	685	-	-	-	-	-	2,075	1,293	1,617	302	-	-	-	1,919	-	-	-	-	3,348
	F	530	366	-	-	-	-	-	896	986	109	74	-	-	-	183	-	-	-	-	246
1980	MF	3,002	-	-	-	-	-	-	3,002	875	3,479	1,112	-	-	-	4,591	-	-	-	-	3,145
	F	1,524	-	-	-	-	-	-	1,524	748	736	379	-	-	-	1,115	-	-	-	-	230
1990	MF	5,053	-	1,875	-	-	-	-	6,928	1,185	4,336	4,453	735	-	-	9,524	-	-	-	-	9,221
	F	2,430	-	1,046	-	-	-	-	3,476	895	1,553	1,902	552	-	-	4,007	-	-	-	-	3,352
2000	MF	6,421	-	4,506	305	-	-	-	11,232	2,186	4,446	4,673	4,519	3,881	-	17,519	-	-	-	-	9,772
	F	3,437	-	2,113	212	-	-	-	5,762	1,564	1,843	2,236	2,244	1,985	-	8,308	-	-	-	-	3,248
2010	MF	6,568	-	6,132	1,686	523	-	-	14,909	1,939	5,429	5,387	5,067	5,482	4,342	25,707	795	-	835	-	13,886
	F	3,405	-	2,951	823	275	-	-	7,454	1,327	2,260	2,573	2,604	2,933	2,292	12,662	530	-	559	-	5,248
2011	MF	6,724	-	6,177	1,729	936	-	-	15,566	1,827	5,348	5,466	5,377	5,538	5,008	26,737	580	-	716	20	14,098
	F	3,566	-	3,026	869	472	-	-	7,933	1,258	2,115	2,643	2,666	2,797	2,580	12,801	341	-	508	9	5,484
2012	MF	6,733	-	5,905	1,930	1,304	327	-	16,199	1,782	5,407	5,561	5,370	5,116	5,300	26,754	495	398	757	25	13,906
	F	3,545	-	3,028	1,121	597	149	-	8,440	1,198	2,094	2,682	2,652	2,615	2,834	12,877	312	278	530	13	5,144
2013	MF	6,892	-	6,660	1,924	1,510	265	-	17,251	1,424	5,364	5,487	5,370	5,604	5,054	26,879	456	422	646	26	14,432
	F	3,685	-	3,537	983	627	103	-	8,935	946	2,071	2,620	2,630	2,915	2,706	12,942	289	282	454	12	5,459
2014	MF	7,108	-	6,480	1,912	1,836	317	217	17,870	1,623	5,312	5,145	5,270	5,349	4,701	25,777	427	447	721	27	14,641
	F	3,857	-	3,153	908	813	125	145	9,001	1,097	2,092	2,512	2,654	2,756	2,523	12,537	285	306	532	19	5,574
2015	MF	6,935	-	6,525	1,944	2,076	362	284	18,126	1,231	4,814	4,872	4,800	4,959	4,806	24,251	424	502	819	33	14,173
	F	3,720	-	3,140	1,062	907	167	196	9,192	831	1,928	2,383	2,389	2,582	2,493	11,775	263	359	563	21	5,204
2016	MF	7,011	-	6,138	1,961	2,559	460	423	18,552	1,256	4,737	4,728	4,641	4,766	4,249	23,121	388	510	942	16	14,763
	F	3,680	-	2,964	1,052	1,196	172	286	9,350	884	1,828	2,374	2,156	2,388	2,272	11,018	240	368	699	10	5,635
2017	MF	7,121	-	5,955	2,004	2,589	424	575	18,668	569	4,958	4,886	4,900	4,920	4,400	24,064	518	531	921	23	15,506
	F	3,468	-	2,867	1,103	1,066	151	418	9,073	404	1,955	2,578	2,323	2,437	2,243	11,536	334	391	657	14	5,915
2018	MF	7,856	-	6,160	2,161	2,660	437	767	20,041	556	4,821	4,874	4,861	4,920	4,393	23,869	475	487	865	23	14,819
	F	4,139	-	2,889	1,230	1,072	155	516	10,001	379	1,869	2,576	2,281	2,461	2,207	11,394	322	349	608	14	5,629
2019	MF	7,847	-	6,482	2,365	2,718	415	886	20,713	515	4,616	4,492	4,536	4,556	3,871	22,071	445	448	815	28	15,147
	F	4,140	-	3,155	1,387	1,127	158	512	10,479	367	1,800	2,376	2,177	2,287	1,959	10,599	293	325	598	19	5,908
2020	MF	7,486	-	6,693	2,429	2,894	475	999	20,976	530	4,270	4,201	4,274	4,329	3,940	21,014	415	435	789	17	14,661
	F	3,513	-	3,284	1,484	1,292	186	625	10,384	377	1,656	2,293	1,945	2,199	1,919	10,012	270	324	562	10	5,716

Note: 1) Intake figures include students who entered directly into the second and subsequent years.

2) University figures are for first degree only.

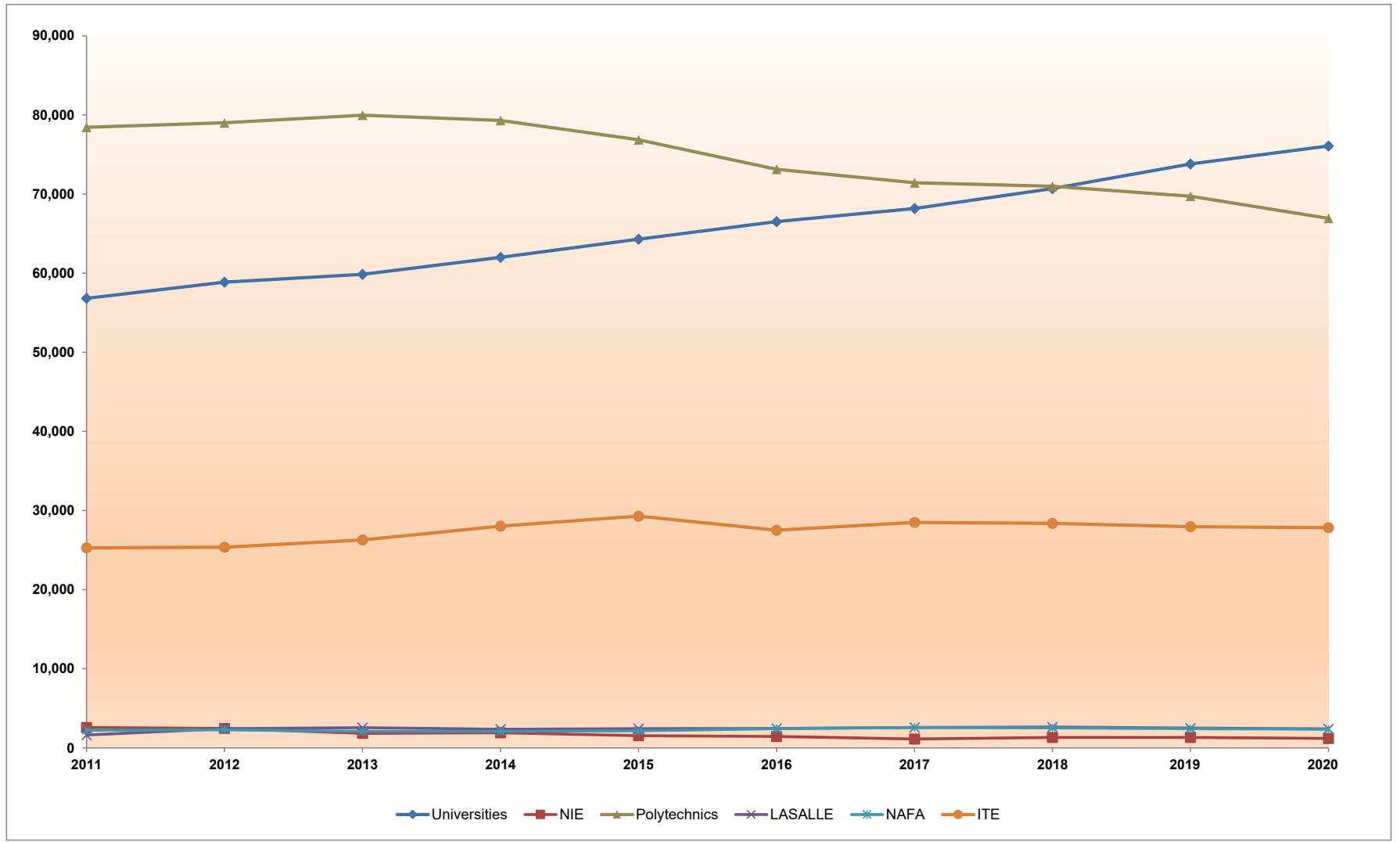
3) National Institute of Education (NIE) figures are for Diplomas and Post-graduate Diplomas in education-related subjects. BA / BSc (Education) figures are included under Nanyang Technological University.

4) Polytechnic figures are for full-time diploma courses only.

5) LASALLE College of the Arts and Nanyang Academy of Fine Arts (NAFA) first degree figures are for publicly-funded full-time courses (started in 2012 and 2011 respectively) only.

6) Institute of Technical Education (ITE) was established in 1992 to replace the former Vocational & Industrial Training Board. ITE figures exclude apprentices.

ENROLMENT: UNIVERSITIES, POLYTECHNICS, LASALLE, NAFA AND ITE (FULL-TIME) (Refer to Table 28)

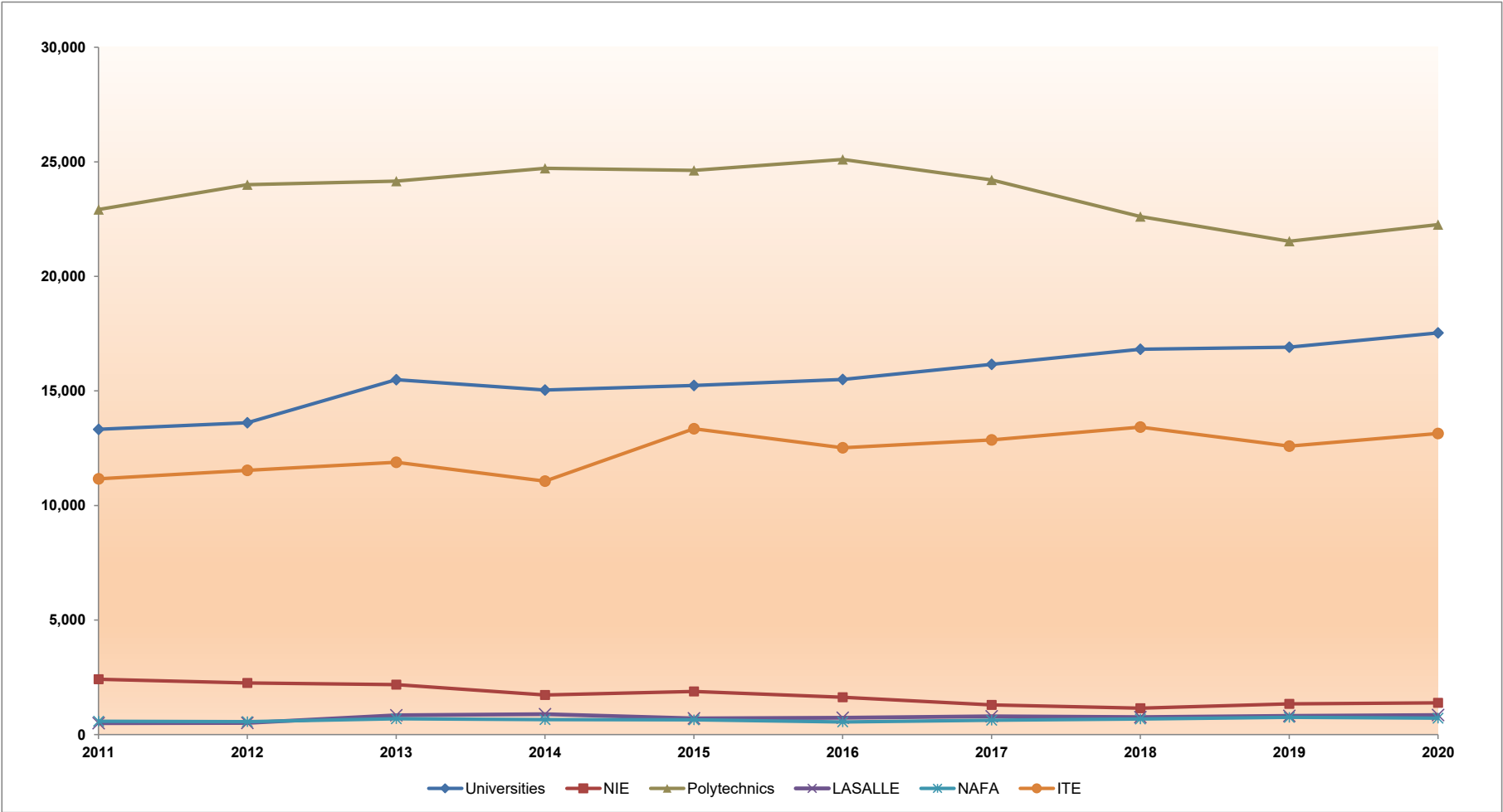


28 ENROLMENT: UNIVERSITIES, POLYTECHNICS, LASALLE, NAFA AND ITE (FULL-TIME)

Year	Sex	Universities ¹								NIE ²	Polytechnics ³						LASALLE		NAFA		ITE ⁵
		NUS	Nanyang U.	NTU	SMU	SIT	SUTD	SUSS	Total		S'pore	Ngee Ann	Temasek	Nanyang	Republic	Total	Diploma	Degree ⁴	Diploma	Degree ⁴	
1960	MF	1,641	1,861	-	-	-	-	-	3,502	2,327	2,332	-	-	-	-	2,332	-	-	-	-	-
	F	426	378	-	-	-	-	-	804	1,202	55	-	-	-	-	55	-	-	-	-	-
1970	MF	4,751	2,310	-	-	-	-	-	7,061	2,001	2,185	609	-	-	-	2,794	-	-	-	-	4,727
	F	1,531	918	-	-	-	-	-	2,449	1,390	155	163	-	-	-	318	-	-	-	-	326
1980	MF	8,634	-	-	-	-	-	-	8,634	2,328	5,004	2,831	-	-	-	7,835	-	-	-	-	12,543
	F	3,926	-	-	-	-	-	-	3,926	1,977	1,036	782	-	-	-	1,818	-	-	-	-	2,414
1990	MF	15,193	-	6,812	-	-	-	-	22,005	1,577	11,348	11,995	735	-	-	24,078	-	-	-	-	15,919
	F	8,107	-	2,689	-	-	-	-	10,796	1,212	3,878	4,817	552	-	-	9,247	-	-	-	-	5,304
2000	MF	21,233	-	14,583	305	-	-	-	36,121	3,072	13,459	14,378	12,733	11,463	-	52,033	-	-	-	-	15,974
	F	11,341	-	6,223	212	-	-	-	17,776	2,247	5,408	6,419	6,446	5,989	-	24,262	-	-	-	-	4,343
2010	MF	25,189	-	22,862	6,721	523	-	-	55,295	2,816	15,928	15,942	15,933	16,183	13,003	76,989	1,754	-	2,269	-	24,789
	F	13,067	-	11,389	3,525	275	-	-	28,256	1,886	6,453	7,655	7,804	8,387	6,729	37,028	1,137	-	1,532	-	8,856
2011	MF	25,513	-	23,040	6,853	1,416	-	-	56,822	2,579	15,949	16,139	16,020	16,408	13,927	78,443	1,623	-	2,217	20	25,279
	F	13,066	-	11,354	3,523	732	-	-	28,675	1,759	6,432	7,703	7,894	8,440	7,209	37,678	1,011	-	1,510	9	9,158
2012	MF	25,979	-	22,862	7,108	2,587	327	-	58,863	2,445	15,972	16,430	16,005	16,076	14,520	79,003	1,353	1,081	2,225	43	25,370
	F	13,295	-	11,386	3,684	1,246	149	-	29,760	1,624	6,327	7,788	7,855	8,197	7,583	37,750	854	771	1,531	22	9,085
2013	MF	26,156	-	22,777	7,297	3,051	583	-	59,864	1,838	15,878	16,581	16,250	16,266	14,995	79,970	1,253	1,290	2,037	51	26,288
	F	13,532	-	11,517	3,789	1,317	249	-	30,404	1,216	6,167	7,866	7,934	8,242	7,910	38,119	769	956	1,419	25	9,428
2014	MF	26,797	-	23,021	7,515	3,557	886	217	61,993	1,913	15,905	16,227	16,138	16,092	14,952	79,314	1,190	1,176	2,022	53	28,036
	F	14,042	-	11,623	3,883	1,482	363	145	31,538	1,313	6,175	7,758	7,900	8,189	7,914	37,936	773	846	1,440	31	10,249
2015	MF	27,288	-	23,512	7,740	4,039	1,235	489	64,303	1,549	15,297	15,611	15,425	15,842	14,690	76,865	1,173	1,262	2,106	59	29,295
	F	14,423	-	11,860	4,062	1,693	522	330	32,890	1,015	6,022	7,465	7,585	8,177	7,736	36,985	765	905	1,483	40	11,267
2016	MF	27,702	-	23,495	7,827	5,230	1,381	896	66,531	1,443	14,671	14,866	14,662	15,035	13,915	73,149	1,150	1,311	2,390	50	27,519
	F	14,617	-	11,633	4,047	2,306	551	609	33,763	1,010	5,766	7,243	7,115	7,661	7,343	35,128	741	946	1,745	31	10,346
2017	MF	28,134	-	22,934	7,979	6,138	1,545	1,451	68,181	1,122	14,298	14,599	14,239	14,734	13,566	71,436	1,241	1,330	2,537	39	28,508
	F	14,600	-	11,079	4,193	2,626	603	1,011	34,112	804	5,611	7,304	6,802	7,398	7,022	34,137	783	987	1,830	24	10,804
2018	MF	29,037	-	22,813	8,182	6,951	1,658	2,049	70,690	1,309	14,337	14,543	14,248	14,715	13,142	70,985	1,294	1,339	2,484	43	28,367
	F	14,981	-	10,896	4,486	2,905	626	1,399	35,293	924	5,559	7,469	6,688	7,304	6,703	33,723	842	981	1,785	28	10,707
2019	MF	30,033	-	23,063	8,656	7,714	1,730	2,601	73,797	1,323	14,209	14,233	14,142	14,522	12,627	69,733	1,277	1,235	2,377	50	27,968
	F	15,440	-	11,120	4,855	3,128	624	1,683	36,850	948	5,520	7,431	6,718	7,175	6,364	33,208	844	909	1,706	32	10,658
2020	MF	30,420	-	23,758	9,144	8,201	1,406	3,153	76,082	1,206	13,568	13,637	13,535	13,968	12,225	66,933	1,231	1,168	2,312	46	27,825
	F	15,262	-	11,499	5,276	3,423	518	2,014	37,992	852	5,238	7,205	6,382	6,966	6,064	31,855	809	868	1,644	29	10,770

Note: 1) University figures are for 1st degree only.
2) National Institute of Education (NIE) figures are for Diplomas and Post-graduate Diplomas in education-related subjects. BA / BSc (Education) figures are included under Nanyang Technological University.
3) Polytechnic figures are for full-time diploma courses only.
4) LASALLE College of the Arts and Nanyang Academy of Fine Arts (NAFA) first degree figures are for publicly-funded full-time courses (started in 2012 and 2011 respectively) only.
5) Institute of Technical Education (ITE) was established in 1992 to replace the former Vocational & Industrial Training Board. ITE figures exclude apprentices.

GRADUATES: UNIVERSITIES, POLYTECHNICS, LASALLE, NAFA AND ITE (FULL-TIME) (Refer to Table 29)

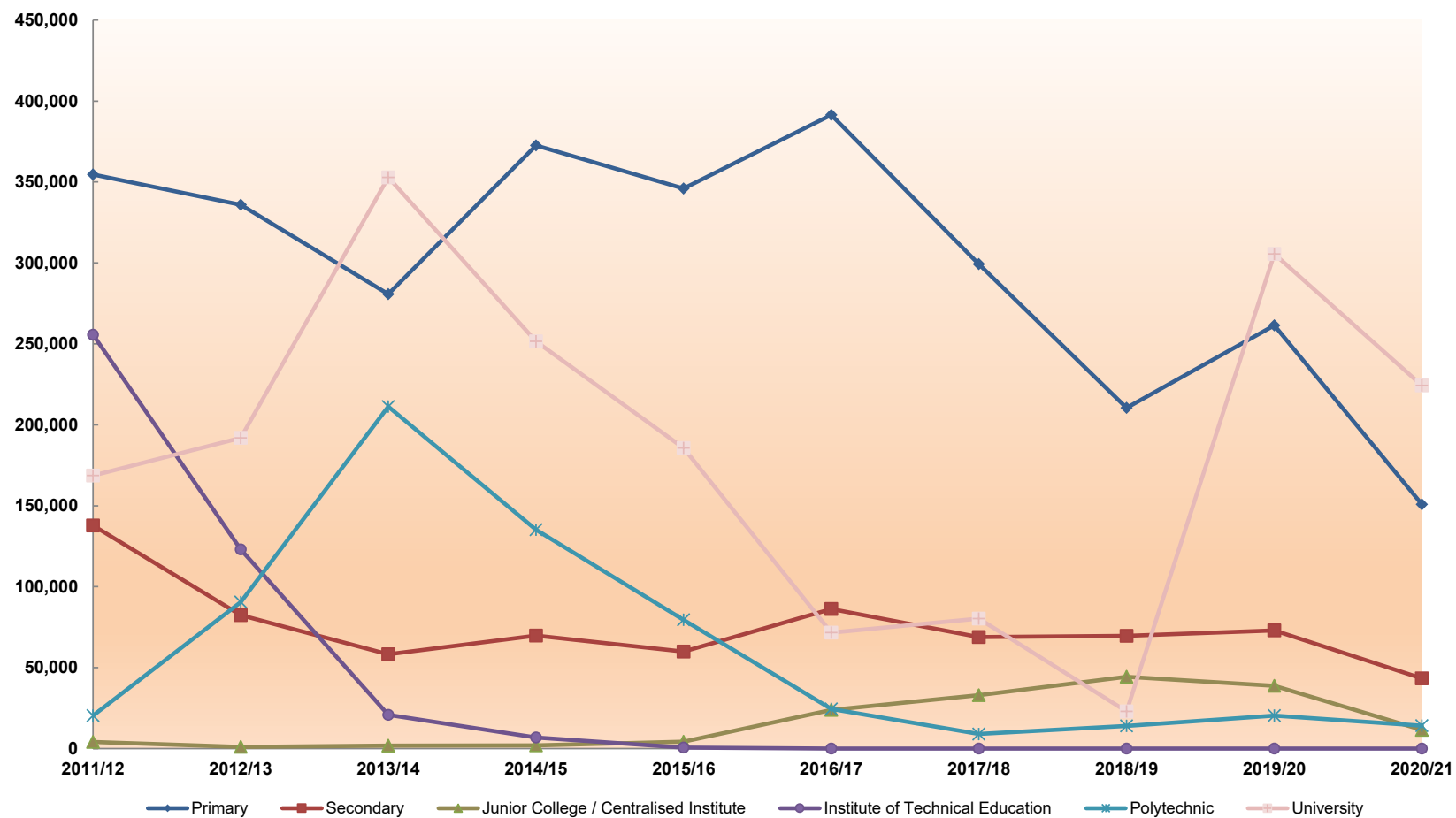


29 GRADUATES: UNIVERSITIES, POLYTECHNICS, LASALLE, NAFA AND ITE (FULL-TIME)

Year	Sex	Universities ¹								NIE ²	Polytechnics ³						LASALLE		NAFA		ITE ⁵
		NUS	Nanyang U.	NTU	SMU	SIT	SUTD	SUSS	Total		S'pore	Ngee Ann	Temasek	Nanyang	Republic	Total	Diploma	Degree ⁴	Diploma	Degree ⁴	
1960	MF	593	437	-	-	-	-	-	1,030	734	-	-	-	-	-	-	-	-	-	-	-
	F	196	95	-	-	-	-	-	291	358	-	-	-	-	-	-	-	-	-	-	-
1970	MF	1,220	556	-	-	-	-	-	1,776	1,202	436	-	-	-	-	436	-	-	-	-	1,426
	F	378	168	-	-	-	-	-	546	820	7	-	-	-	-	7	-	-	-	-	134
1980	MF	2,187	687	-	-	-	-	-	2,874	616	1,969	584	-	-	-	2,553	-	-	-	-	7,862
	F	1,070	250	-	-	-	-	-	1,320	504	378	136	-	-	-	514	-	-	-	-	1,145
1990	MF	4,001	-	1,333	-	-	-	-	5,334	929	3,112	3,087	-	-	-	6,199	-	-	-	-	7,469
	F	2,307	-	510	-	-	-	-	2,817	694	1,011	1,233	-	-	-	2,244	-	-	-	-	2,889
2000	MF	5,631	-	3,613	-	-	-	-	9,244	2,445	3,974	4,187	3,336	2,562	-	14,059	-	-	-	-	7,650
	F	3,270	-	1,583	-	-	-	-	4,853	1,681	1,619	1,844	1,776	1,471	-	6,710	-	-	-	-	2,429
2010	MF	5,833	-	5,412	1,206	-	-	-	12,451	2,416	4,627	4,534	4,848	4,483	2,953	21,445	578	-	518	-	11,334
	F	3,124	-	2,544	546	-	-	-	6,214	1,622	1,700	2,237	2,429	2,502	1,594	10,462	371	-	365	-	4,488
2011	MF	6,088	-	5,733	1,504	-	-	-	13,325	2,415	4,921	4,857	5,020	4,829	3,291	22,918	499	-	583	-	11,165
	F	3,403	-	2,951	831	-	-	-	7,185	1,626	1,982	2,437	2,429	2,536	1,722	11,106	333	-	409	-	4,326
2012	MF	5,969	-	5,807	1,603	233	-	-	13,612	2,255	5,016	4,955	5,133	4,965	3,930	23,999	511	-	564	-	11,530
	F	3,149	-	2,909	919	134	-	-	7,111	1,538	2,060	2,432	2,545	2,644	2,083	11,764	316	-	390	-	4,425
2013	MF	6,395	-	6,476	1,659	958	-	-	15,488	2,178	5,082	4,983	4,886	5,146	4,060	24,157	406	435	674	18	11,888
	F	3,281	-	3,310	834	559	-	-	7,984	1,447	2,141	2,420	2,447	2,729	2,123	11,860	282	291	458	9	4,580
2014	MF	6,210	-	5,993	1,602	1,236	-	-	15,041	1,732	5,026	5,166	5,116	4,983	4,430	24,721	371	520	633	25	11,062
	F	3,224	-	2,951	772	583	-	-	7,530	1,125	1,995	2,513	2,559	2,603	2,342	12,012	222	397	439	13	3,883
2015	MF	6,179	-	5,756	1,639	1,364	298	-	15,236	1,880	5,057	5,182	5,119	4,642	4,631	24,631	346	363	617	24	13,351
	F	3,192	-	2,777	840	602	136	-	7,547	1,328	1,988	2,568	2,529	2,400	2,496	11,981	218	260	436	11	5,140
2016	MF	6,305	-	5,856	1,804	1,285	246	-	15,496	1,628	5,007	5,258	5,064	5,161	4,614	25,104	331	407	527	25	12,516
	F	3,332	-	3,066	1,030	539	93	-	8,060	1,076	1,984	2,512	2,495	2,727	2,493	12,211	226	286	365	18	4,863
2017	MF	6,446	-	6,174	1,779	1,494	267	-	16,160	1,292	4,924	4,886	5,012	4,999	4,389	24,210	331	466	591	34	12,858
	F	3,350	-	3,266	920	695	107	-	8,338	899	2,000	2,400	2,516	2,605	2,407	11,928	237	318	447	22	4,808
2018	MF	6,700	-	5,990	1,887	1,744	334	168	16,823	1,153	4,380	4,687	4,556	4,584	4,407	22,614	333	429	668	15	13,421
	F	3,606	-	2,953	903	749	152	112	8,475	843	1,809	2,314	2,290	2,414	2,348	11,175	216	319	488	10	5,026
2019	MF	6,631	-	5,997	1,842	1,759	431	251	16,911	1,339	4,389	4,484	4,305	4,288	4,066	21,532	331	487	735	19	12,595
	F	3,553	-	2,836	984	836	167	180	8,556	939	1,724	2,265	2,029	2,256	2,162	10,436	205	356	547	14	4,930
2020	MF	6,885	-	5,840	1,883	2,172	373	381	17,534	1,390	4,619	4,583	4,610	4,434	4,014	22,260	398	456	694	22	13,144
	F	3,572	-	2,882	1,023	890	128	259	8,754	1,000	1,853	2,445	2,190	2,224	2,091	10,803	264	330	505	12	5,027

Note: 1) University figures are for first degree only.
2) National Institute of Education figures are for Diplomas and Post-graduate Diplomas in education-related subjects. BA / BSc (Education) figures are included under Nanyang Technological University.
3) Polytechnic figures are for full-time diploma courses only.
4) LASALLE College of the Arts and Nanyang Academy of Fine Arts (NAFA) first degree figures are for publicly-funded full-time courses (started in 2012 and 2011 respectively) only.
5) Institute of Technical Education (ITE) was established in 1992 to replace the former Vocational & Industrial Training Board. ITE figures exclude apprentices. Figures for 2001 and earlier include ITE students who completed their programmes without receiving certificates.

GOVERNMENT DEVELOPMENT EXPENDITURE ON EDUCATION ('000 SGD) (Refer to Table 30)



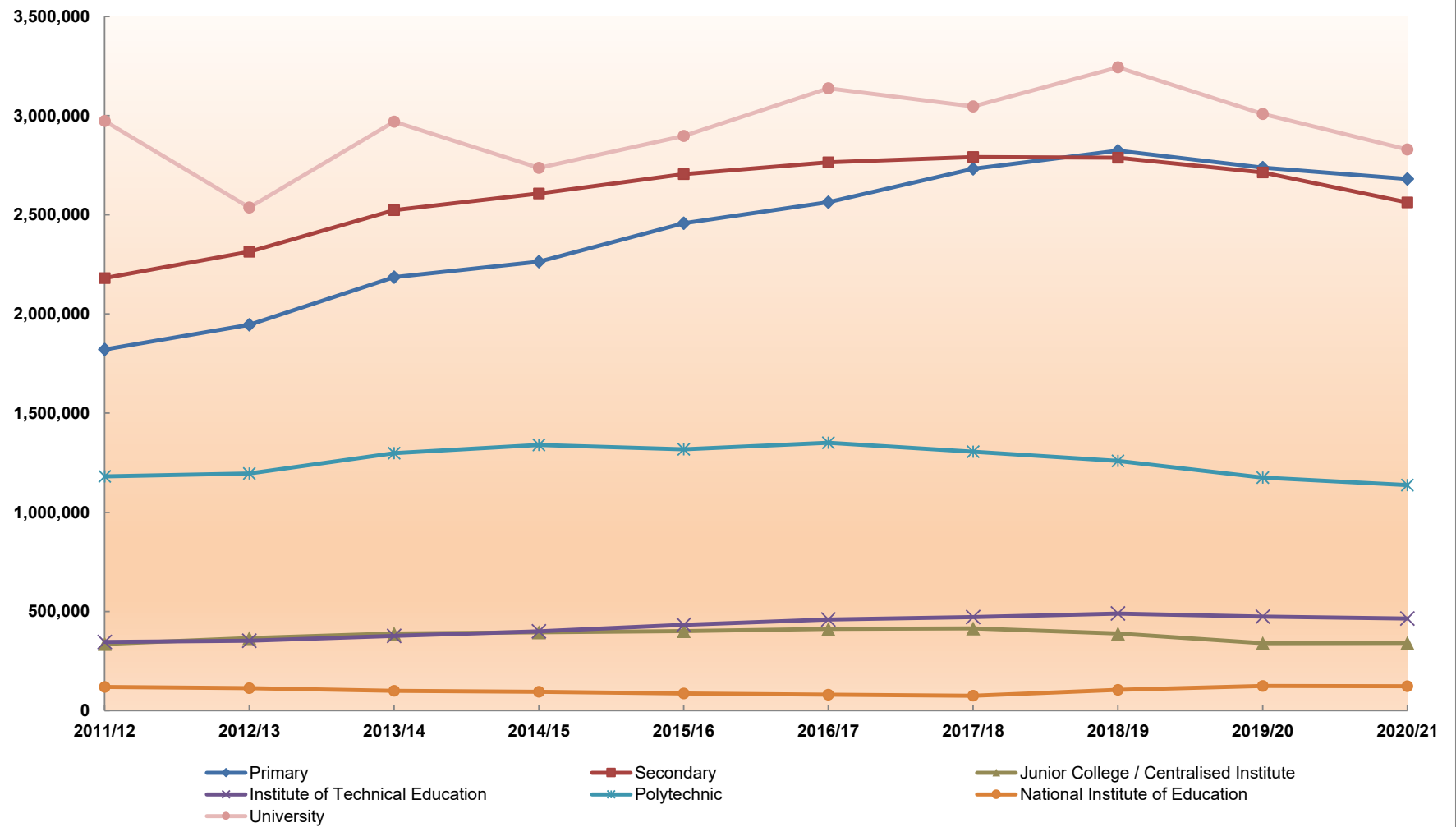
30 GOVERNMENT DEVELOPMENT EXPENDITURE ON EDUCATION ('000 SGD)

Financial Year	MOE HQ	Primary	Secondary	Junior College / Centralised Institute	Institute of Technical Education	Polytechnic	National Institute of Education	University	Special Education	Others ²	Total
2006/07	42,425	78,447	104,640	14,811	70,167	152,823	0	137,496	2,035	4,725	607,569
2007/08	58,358	214,637	157,152	7,793	5,960	116,371	0	153,564	20,495	7,713	742,043
2008/09	69,595	267,672	212,062	3,161	7,666	42,076	958	118,307	29,204	2,472	753,173
2009/10	74,776	214,235	275,916	4,020	11,510	62,297	9,417	163,371	27,721	3,884	847,147
2010/11	104,467	151,204	153,719	12,910	142,006	71,379	1,298	224,661	14,048	1,044	876,736
2011/12	82,970	354,602	137,802	4,081	255,687	20,417	0	168,610	17,899	389	1,042,457
2012/13	31,521	335,973	82,431	1,003	122,940	90,434	0	191,961	3,336	0	859,599
2013/14	45,810	280,695	58,199	1,883	20,780	211,214	0	352,817	1,609	438	973,445
2014/15	46,671	372,492	69,847	1,921	6,774	135,099	0	251,570	76	1,563	886,013
2015/16	23,304	345,975	59,858	4,176	535	79,498	0	185,668	201	0	699,215
2016/17	56,060	391,398	86,206	23,933	0	24,518	0	71,553	2,992	0	656,660
2017/18	115,226	299,273	68,799	32,939	0	9,027	0	80,237	3,271	2,320	611,092
2018/19	66,742	210,453	69,608	44,342	0	14,044	0	22,959	668	18,170	446,986
2019/20	55,972	261,397	73,005	38,835	0	20,412	0	305,469	5,364	30,645	791,099
2020/21 ¹	66,770	150,903	43,360	11,489	0	14,174	0	224,280	22,938	48,086	582,000

Note : 1) Preliminary figures.

2) Includes ISEAS - Yusof Ishak Institute, Science Centre Board, Nanyang Academy of Fine Arts, LASALLE College of the Arts, Singapore Examinations and Assessment Board and SkillsFuture Singapore Agency.

GOVERNMENT RECURRENT EXPENDITURE ON EDUCATION ('000 SGD) (Refer to Table 31)



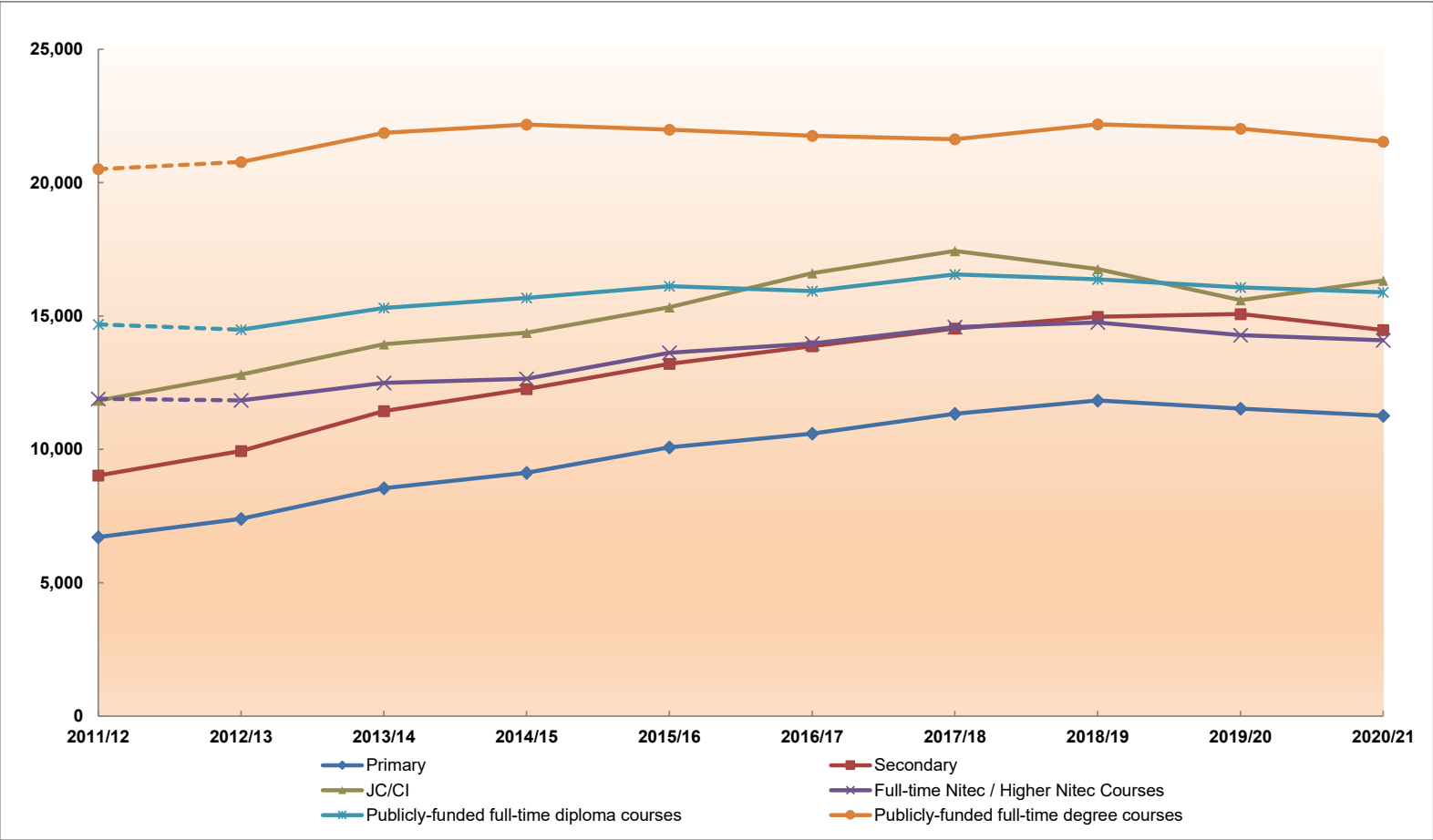
31 GOVERNMENT RECURRENT EXPENDITURE ON EDUCATION ('000 SGD)

Financial Year	MOE HQ	Primary	Secondary	Junior College / Centralised Institute	Institute of Technical Education	Polytechnic	National Institute of Education	University	Special Education	Others ²	Total
2006/07	298,582	1,290,409	1,561,500	271,046	249,154	728,741	100,147	1,719,156	53,196	79,786	6,351,717
2007/08	347,946	1,496,718	1,780,889	340,681	253,506	816,913	102,243	1,491,382	68,874	86,473	6,785,625
2008/09	439,480	1,553,535	1,859,599	316,184	281,262	946,113	110,378	1,808,987	73,594	87,389	7,476,521
2009/10	503,277	1,573,321	1,924,142	311,770	262,509	944,810	112,474	2,014,807	95,937	94,862	7,837,909
2010/11	517,043	1,839,190	2,220,430	348,039	328,067	1,124,873	123,625	2,305,921	84,943	106,578	8,998,709
2011/12	532,136	1,820,988	2,181,167	336,063	346,106	1,180,981	119,266	2,973,812	96,127	111,147	9,697,793
2012/13	591,814	1,946,159	2,314,237	365,825	351,658	1,196,035	113,312	2,536,971	106,219	115,082	9,637,312
2013/14	587,903	2,185,580	2,523,528	389,037	376,896	1,297,647	99,668	2,969,921	125,117	109,571	10,664,868
2014/15	623,461	2,263,510	2,607,555	394,321	399,949	1,339,298	94,941	2,736,642	135,510	117,258	10,712,445
2015/16	628,918	2,457,901	2,705,620	401,335	432,961	1,317,875	86,526	2,897,770	154,060	152,775	11,235,741
2016/17	678,891	2,563,211	2,764,946	412,032	459,931	1,350,672	80,290	3,138,310	161,189	202,722	11,812,194
2017/18	741,706	2,731,770	2,791,373	414,581	471,088	1,305,602	74,774	3,046,680	177,638	324,326	12,079,538
2018/19	768,071	2,823,567	2,787,630	389,060	489,278	1,259,567	105,071	3,243,605	182,967	380,190	12,429,006
2019/20	782,429	2,738,444	2,714,153	340,088	473,599	1,174,459	124,176	3,008,764	194,595	381,470	11,932,177
2020/21 ¹	810,217	2,681,244	2,562,901	341,434	463,771	1,137,229	123,122	2,830,027	210,325	887,731	12,048,000

Note : 1) Preliminary figures.

2) Includes ISEAS - Yusof Ishak Institute, Science Centre Board, Nanyang Academy of Fine Arts, LASALLE College of the Arts, Singapore Examinations and Assessment Board and SkillsFuture Singapore Agency.

GOVERNMENT RECURRENT EXPENDITURE ON EDUCATION PER STUDENT (SGD) (Refer to Table 32)



32 GOVERNMENT RECURRENT EXPENDITURE ON EDUCATION PER STUDENT (SGD)

Financial Year	Primary	Secondary ²	Junior College / Centralised Institute	Institute of Technical Education	Polytechnic	University
2006/07	4,243	6,246	10,161	10,209	11,903	18,472
2007/08	5,026	7,230	12,386	10,543	12,482	19,011
2008/09	5,397	7,551	11,094	11,106	13,479	19,664
2009/10	5,537	7,736	10,772	10,129	12,598	18,868
2010/11	6,624	9,008	12,331	11,839	14,552	20,630
2011/12	6,712	9,022	11,830	11,898	14,687	20,505
	Primary	Secondary ²	Junior College / Centralised Institute	Full-time <i>Nitec</i> / <i>Higher Nitec</i> courses ³	Publicly-funded full- time diploma courses ⁴	Publicly-funded full- time degree courses ⁵
2012/13	7,396	9,940	12,806	11,837	14,487	20,777
2013/14	8,549	11,434	13,942	12,491	15,304	21,870
2014/15	9,123	12,261	14,379	12,650	15,681	22,181
2015/16	10,081	13,213	15,326	13,619	16,118	21,988
2016/17	10,596	13,869	16,602	13,968	15,934	21,757
2017/18	11,338	14,527	17,440	14,582	16,561	21,624
2018/19	11,835	14,973	16,760	14,758	16,375	22,186
2019/20	11,526	15,076	15,592	14,282	16,070	22,022
2020/21 ¹	11,265	14,474	16,333	14,088	15,889	21,538

Note : 1) Preliminary figures.

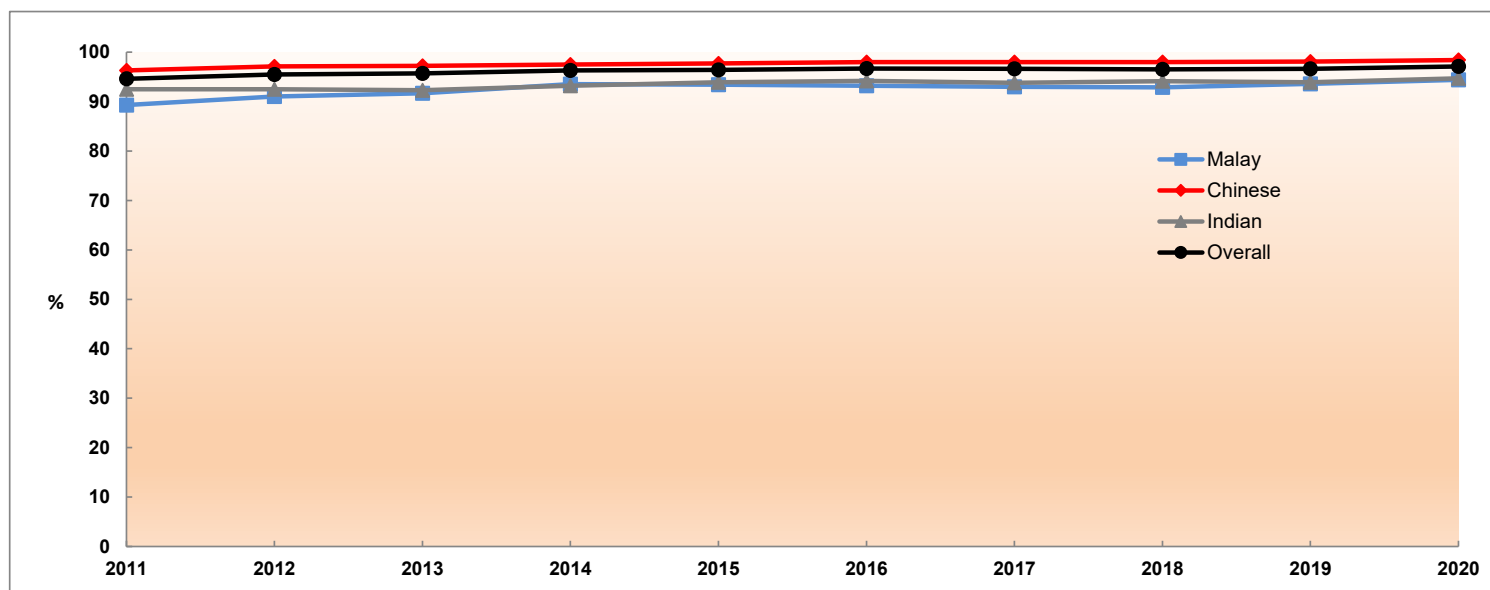
2) Figures exclude Independent Schools.

3) Refers to full-time *Nitec* / *Higher Nitec* courses offered by the Institute of Technical Education (ITE). Publicly-funded full-time diploma courses offered by ITE are included under "Publicly-funded full-time diploma courses" from FY2012 onwards. From revised FY2018, it also includes funding to National Institute of Early Childhood Development (NIEC) offering publicly-funded full-time Higher Nitec courses.

4) Refers to publicly-funded full-time diploma courses offered by Singapore Polytechnic, Ngee Ann Polytechnic, Temasek Polytechnic, Nanyang Polytechnic and Republic Polytechnic. Since FY2012, it includes publicly-funded full-time diploma courses offered by ITE, LASALLE College of the Arts (LASALLE) and Nanyang Academy of Fine Arts (NAFA). From revised FY2018, it also includes funding to NIEC offering publicly-funded full-time diploma courses.

5) Refers to publicly-funded full-time degree courses offered by National University of Singapore, Nanyang Technological University, Singapore Management University, Singapore Institute of Technology, Singapore University of Technology and Design, LASALLE, NAFA and SIM University (renamed as Singapore University of Social Sciences wef 2016) from FY2014.

33 PERCENTAGE OF P1 COHORT THAT PROGRESSED TO POST-SECONDARY EDUCATION



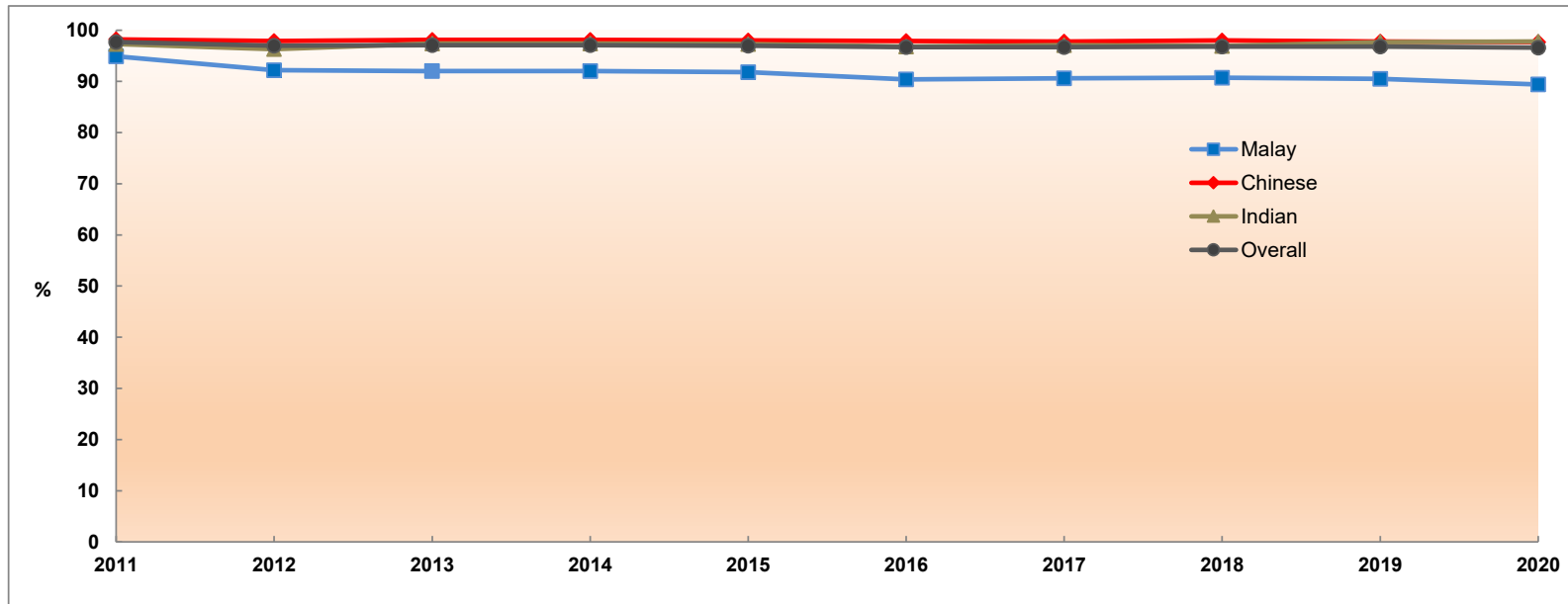
Ethnic Group	Year ¹ P1 cohort	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
		2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Malay	%	89.3	91.0	91.7	93.5	93.4	93.2	93.0	92.9	93.6	94.4
Chinese	%	96.3	97.1	97.2	97.5	97.7	98.0	98.0	98.0	98.1	98.4
Indian	%	92.5	92.5	92.3	93.2	93.9	94.2	93.8	94.1	93.9	94.7
Others	%	91.7	92.6	93.6	93.5	94.1	94.1	92.8	93.0	93.0	94.2
Overall	%	94.6	95.5	95.7	96.3	96.4	96.7	96.6	96.5	96.6	97.1

Note: 1) Refers to the year in which the typical student in that particular cohort would progressed to a post-secondary education institution (10 years after P1).

2) Figures for 2016-2020 are preliminary as students from the same cohort could be admitted to post-secondary education institutions later.

3) Figures include participation in Junior Colleges, Millennia Institute, Polytechnics, Institute of Technical Education (ITE), LASALLE College of the Arts, Nanyang Academy of Fine Arts and other private education institutions, and take into account students who have left the country. From 2015 onwards, figures also include participation in Privately-Funded Schools and Foreign System Schools.

34 PERCENTAGE OF PSLE STUDENTS WHO SCORED A*-C IN STANDARD ENGLISH LANGUAGE

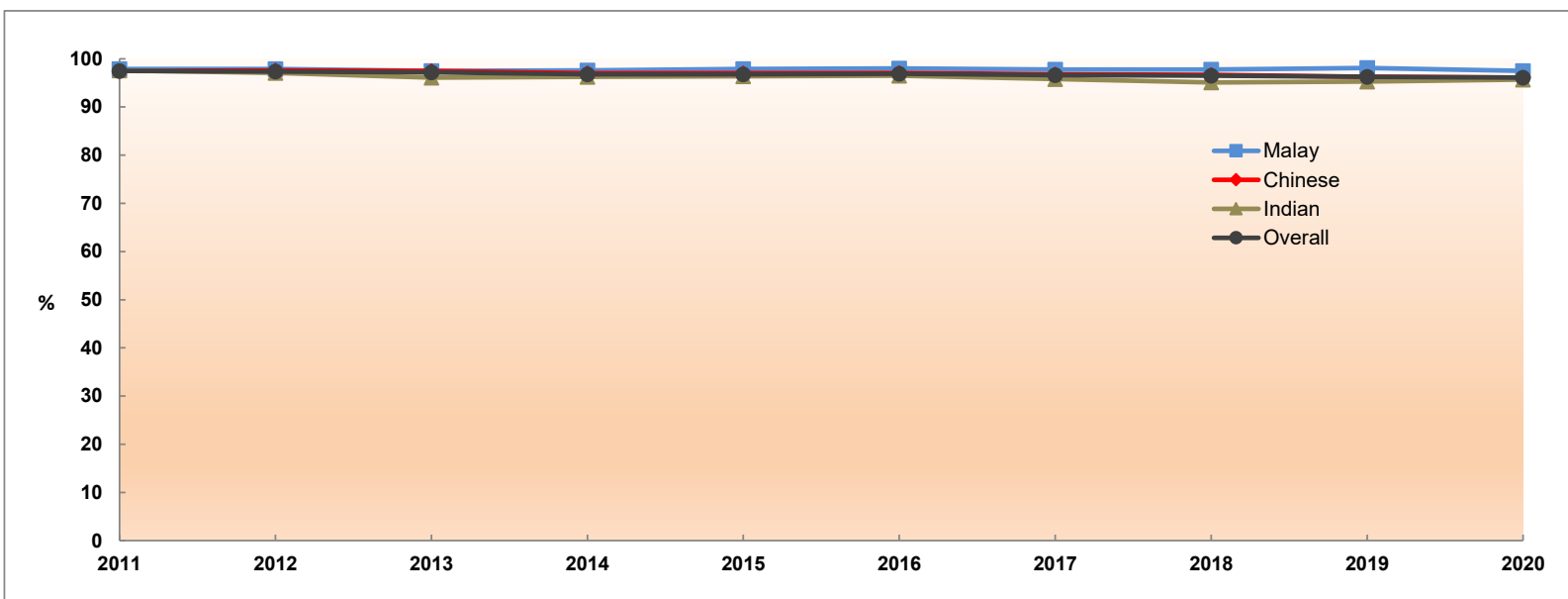


Ethnic Group		2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Malay	%	94.9	92.2	92.0	92.0	91.8	90.4	90.6	90.7	90.5	89.4
Chinese	%	98.2	97.9	98.1	98.1	98.0	97.9	97.8	98.0	97.8	97.7
Indian	%	97.3	96.3	97.4	97.4	97.3	96.8	97.1	96.9	97.7	97.8
Others	%	99.3	98.6	98.6	98.6	98.8	98.3	97.4	98.1	98.4	98.9
Overall	%	97.7	97.0	97.1	97.1	97.0	96.7	96.7	96.8	96.8	96.6

Note: 1) The first batch of students under Subject-based Banding sat for the PSLE in 2009.

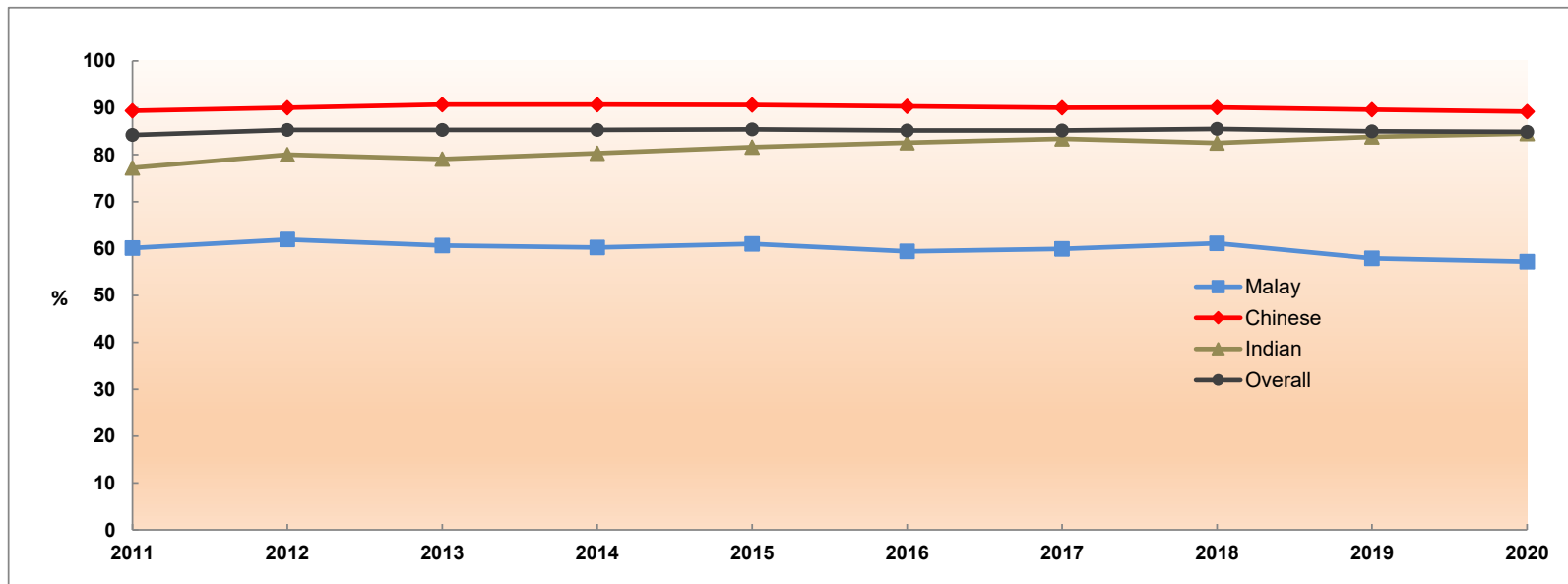
2) Percentages exclude students taking Foundation English Language.

35 PERCENTAGE OF PSLE STUDENTS WHO SCORED A*-C IN STANDARD MOTHER TONGUE LANGUAGE



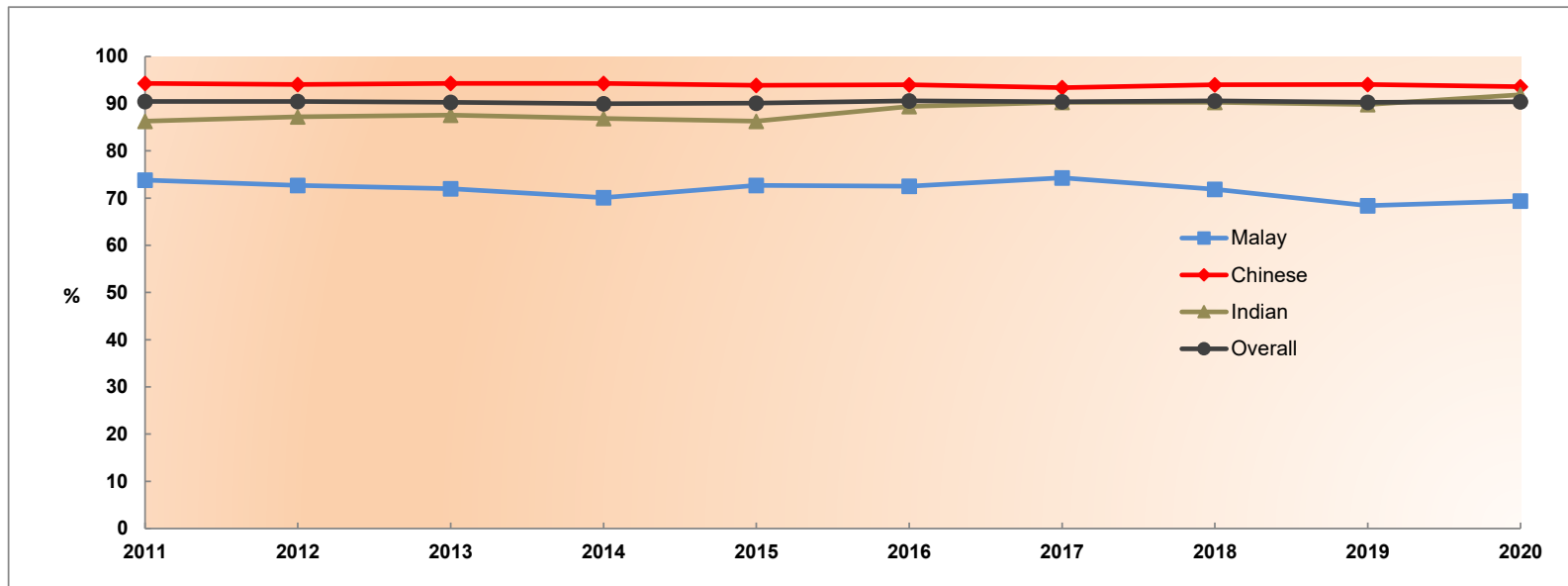
Note: 1) The first batch of students under Subject-based Banding sat for the PSLE in 2009.
 2) Percentages exclude students taking Foundation Mother Tongue Language.

36 PERCENTAGE OF PSLE STUDENTS WHO SCORED A*-C IN STANDARD MATHEMATICS



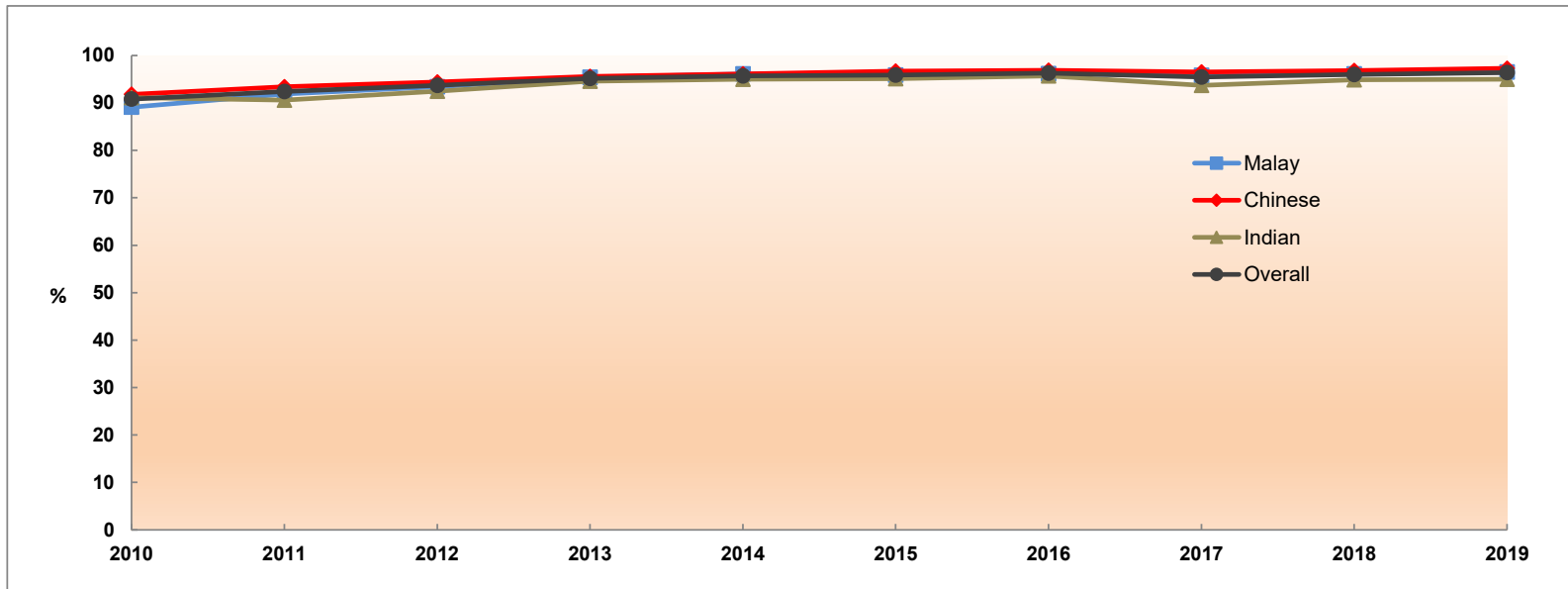
Note: 1) The first batch of students under Subject-based Banding sat for the PSLE in 2009.
2) Percentages exclude students taking Foundation Mathematics.

37 PERCENTAGE OF PSLE STUDENTS WHO SCORED A*-C IN STANDARD SCIENCE



Note: 1) The first batch of students under Subject-based Banding sat for the PSLE in 2009.
2) Percentages exclude students taking Foundation Science (2010 onwards).

38 PERCENTAGE OF N-LEVEL COHORT THAT PROGRESSED TO POST-SECONDARY EDUCATION

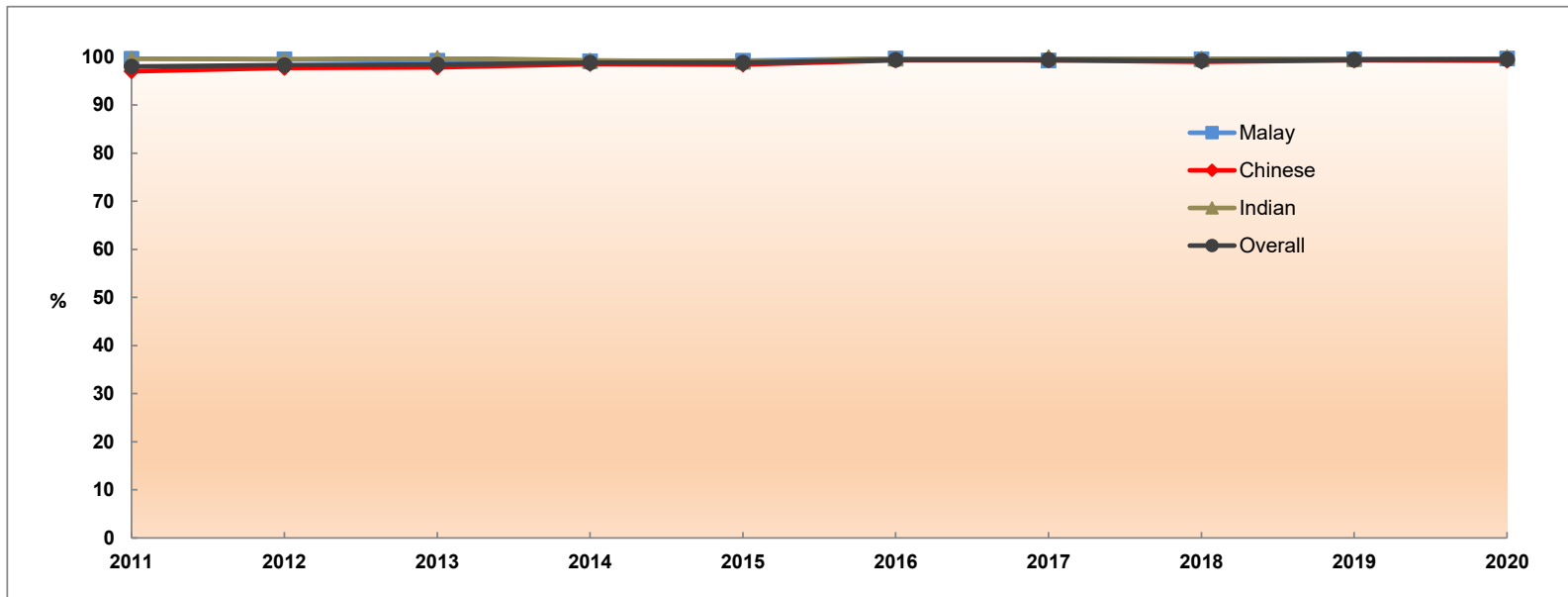


Ethnic Group		2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Malay	%	89.1	91.9	93.4	95.4	96.1	95.9	96.2	95.8	96.1	96.5
Chinese	%	91.8	93.4	94.4	95.6	96.1	96.7	96.9	96.5	96.8	97.3
Indian	%	91.1	90.6	92.5	94.6	95.0	95.1	95.7	93.7	94.9	95.0
Others	%	84.5	84.5	86.2	87.3	86.5	87.9	88.8	86.0	90.0	89.8
Overall	%	90.8	92.4	93.7	95.2	95.7	95.9	96.3	95.5	96.0	96.4

Note: 1) Figures for 2016 - 2019 are preliminary as students from the same cohort could be admitted to post-secondary education institutions later. Data for 2020 is not available as the 2020 S4N(A) students progressing to S5 are not fully tracked to post-secondary education institutions.

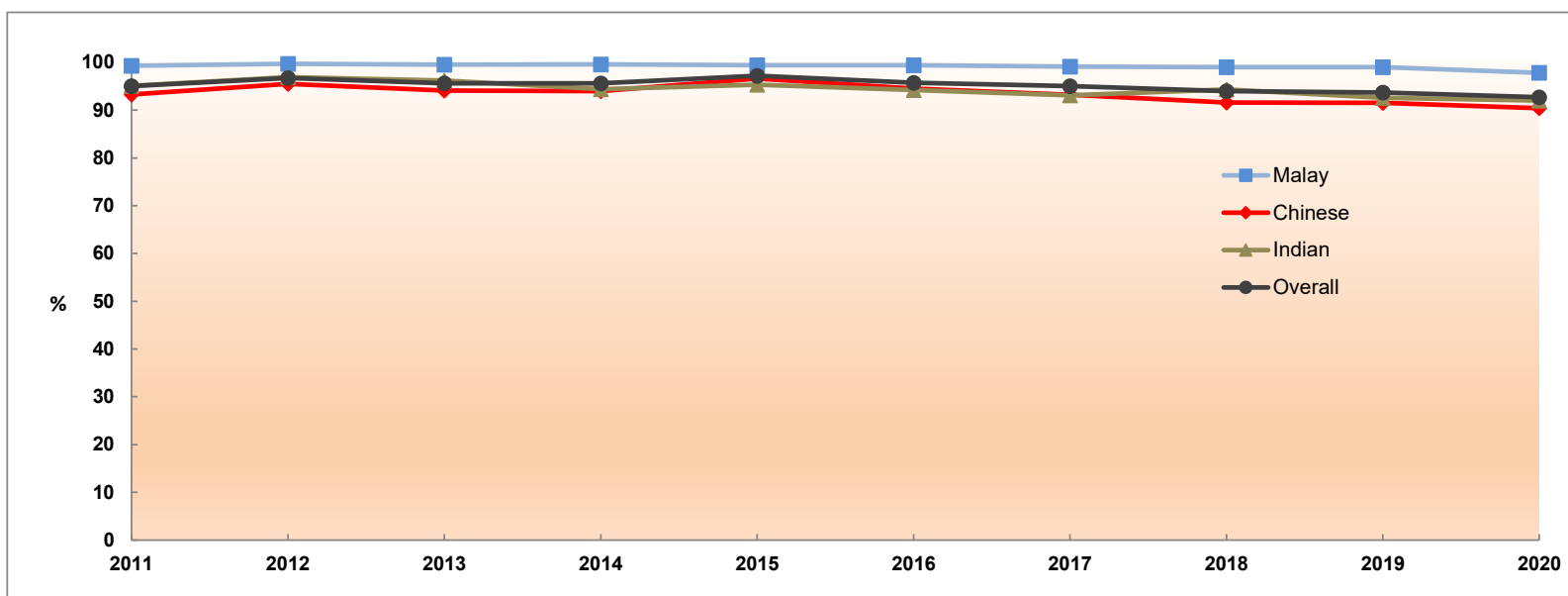
2) Figures include participation in Junior Colleges, Millennia Institute, Polytechnics, Institute of Technical Education (ITE), LASALLE College of the Arts, Nanyang Academy of Fine Arts and other private education institutions, and take into account of students who have left the country. From 2015 onwards, figures also include participation in Privately-Funded Schools and Foreign System Schools.

39 PERCENTAGE OF N(A)-LEVEL STUDENTS WHO PASSED ENGLISH LANGUAGE



Note: 1) Figures exclude N(A) students on the Through-train Programme who progress to Secondary 5 N(A) without taking the N(A)-Level Examination.
2) Students who offer the subject at a more demanding level are also taken into consideration.

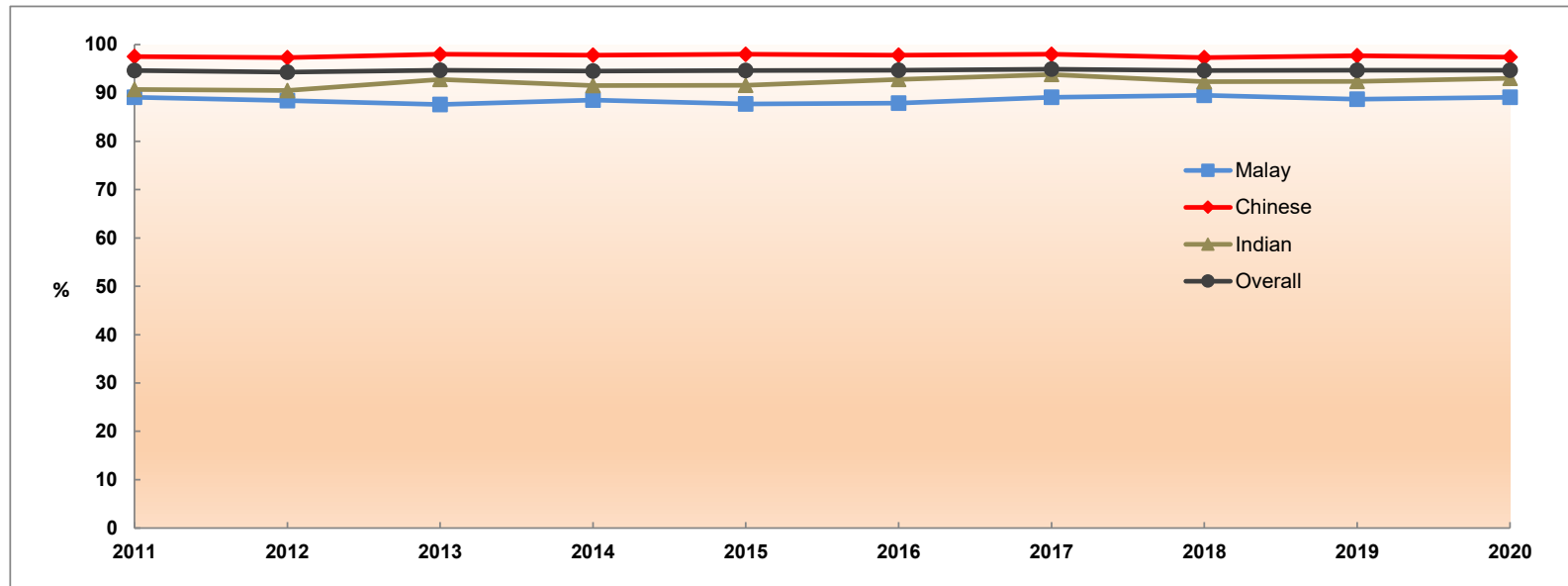
40 PERCENTAGE OF N(A)-LEVEL STUDENTS WHO PASSED MOTHER TONGUE LANGUAGE



Ethnic Group		2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Malay	%	99.3	99.7	99.5	99.6	99.4	99.4	99.1	99.0	99.0	97.8
Chinese	%	93.3	95.5	94.1	94.0	96.6	94.5	93.2	91.6	91.5	90.4
Indian	%	95.1	96.9	96.2	94.4	95.3	94.2	93.1	94.3	92.6	92.0
Others	%	85.6	89.5	80.6	84.5	87.7	82.2	84.8	83.9	81.9	78.6
Overall	%	95.0	96.7	95.6	95.6	97.2	95.7	95.0	94.0	93.7	92.7

Note: 1) Figures exclude N(A) students on the Through-train Programme who progress to Secondary 5 N(A) without taking the N(A)-Level Examination.
2) Students who offer the subject at a more demanding level are also taken into consideration.

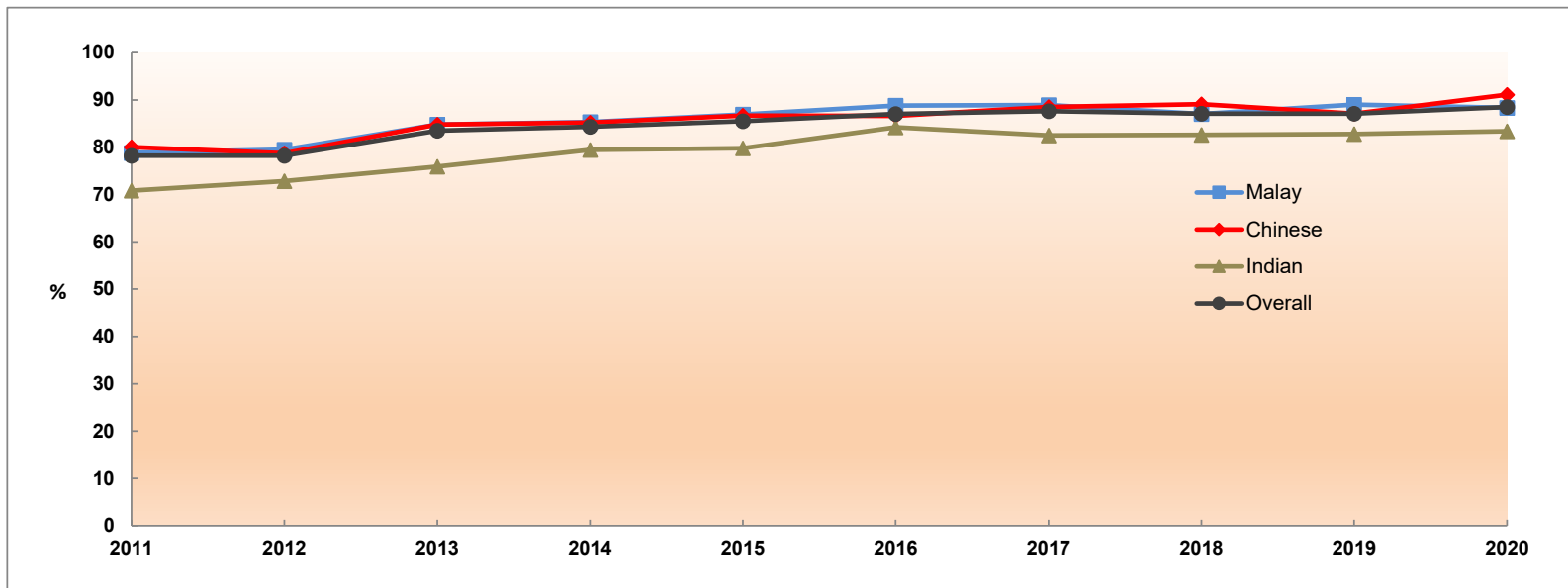
41 PERCENTAGE OF N(A)-LEVEL STUDENTS WHO PASSED MATHEMATICS



Ethnic Group		2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Malay	%	89.1	88.4	87.6	88.5	87.7	87.9	89.1	89.5	88.7	89.1
Chinese	%	97.5	97.3	98.0	97.8	98.0	97.8	98.0	97.3	97.7	97.4
Indian	%	90.7	90.5	92.8	91.5	91.6	92.8	93.8	92.3	92.4	93.0
Others	%	94.1	93.3	94.1	94.1	96.7	95.6	95.9	95.8	97.8	98.1
Overall	%	94.6	94.3	94.7	94.5	94.6	94.7	94.9	94.6	94.7	94.7

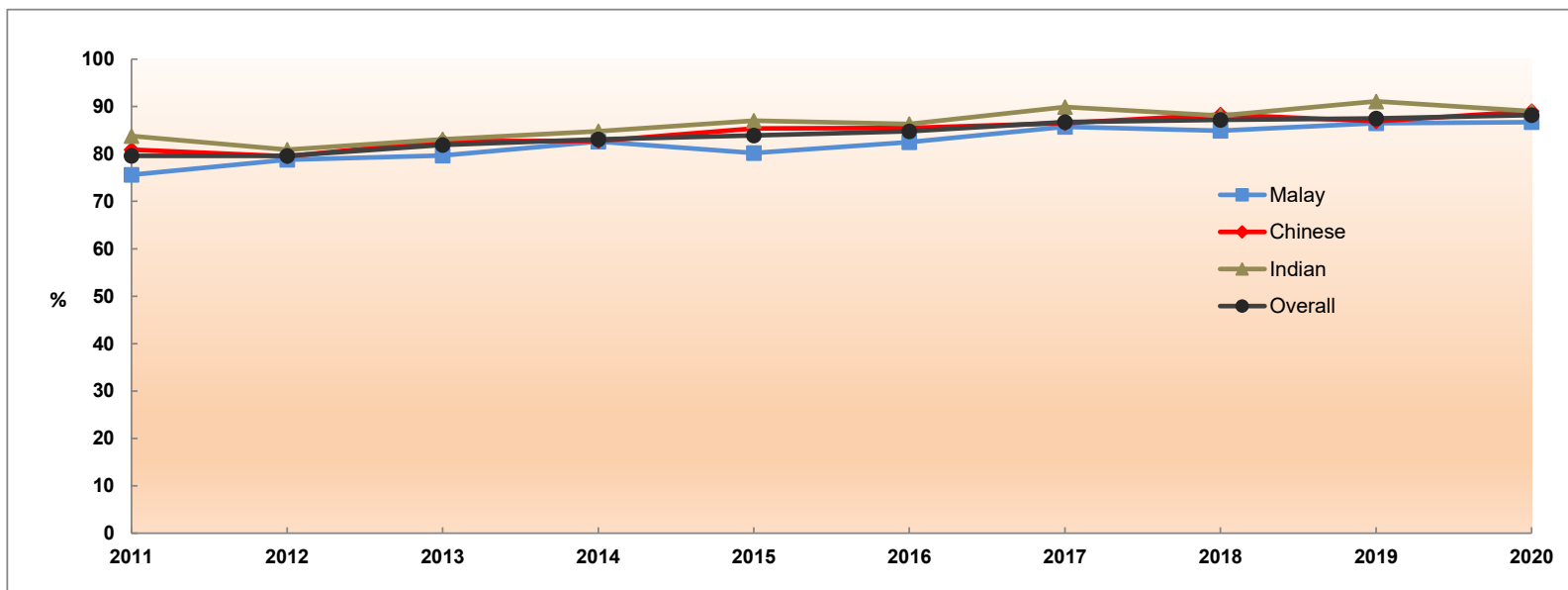
Note: 1) Figures exclude N(A) students on the Through-train Programme who progress to Secondary 5 N(A) without taking the N(A)-Level Examination.
2) Students who offer the subject at a more demanding level are also taken into consideration.

42 PERCENTAGE OF N(T)-LEVEL COHORT THAT PROGRESSED TO ITE



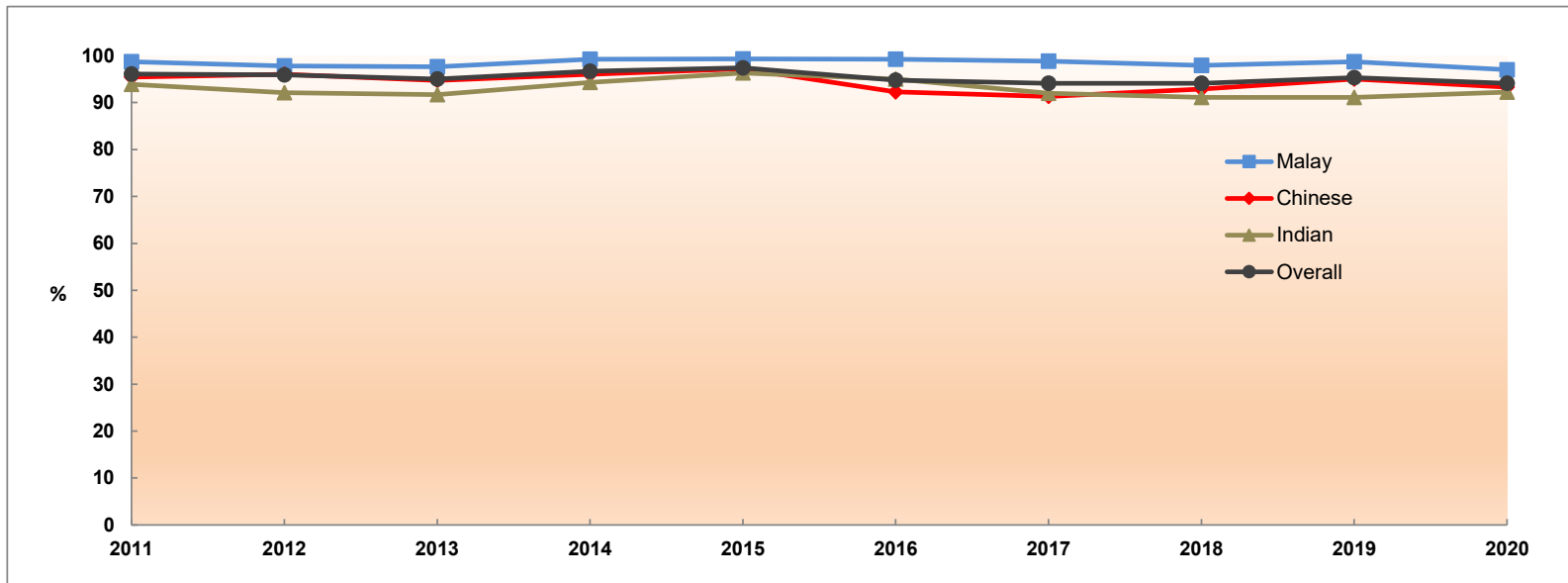
Note: 1) Figures refer to students who progress to ITE in the immediate year after the N(T)-Level Examination.

43 PERCENTAGE OF N(T)-LEVEL STUDENTS WHO PASSED ENGLISH LANGUAGE



Note: 1) Students who offer the subject at a more demanding level are also taken into consideration.

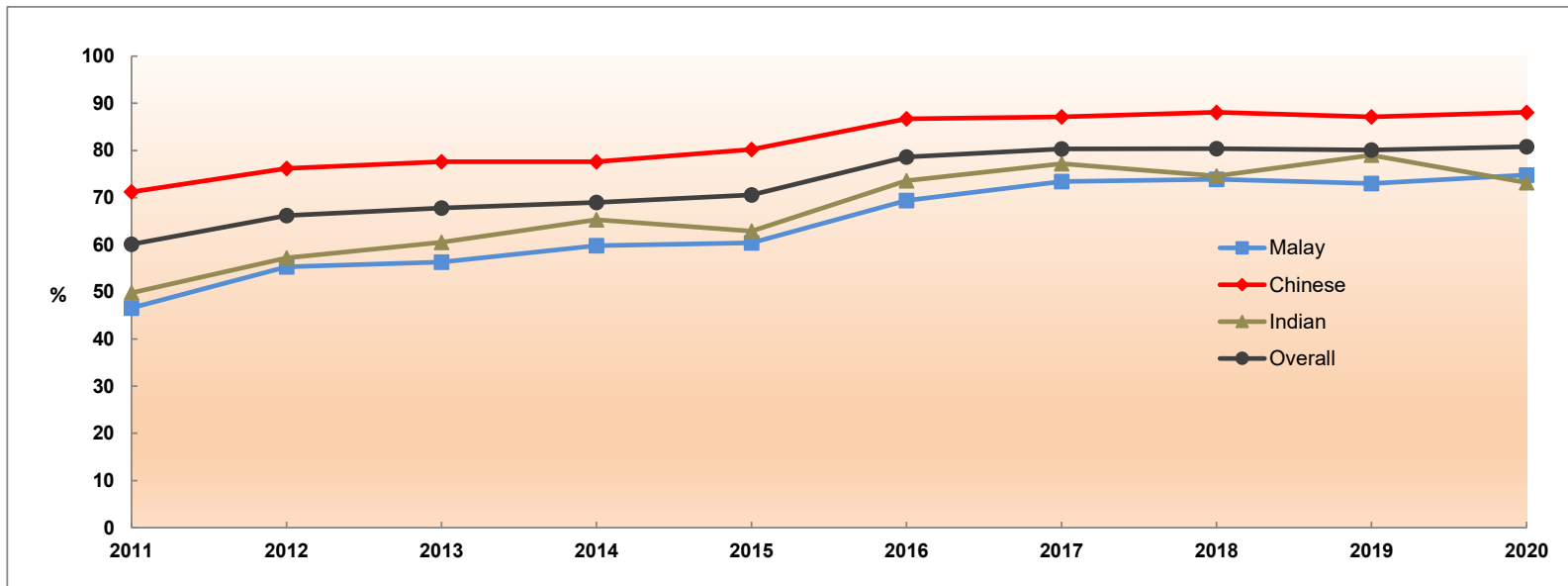
44 PERCENTAGE OF N(T)-LEVEL STUDENTS WHO PASSED MOTHER TONGUE LANGUAGE



Ethnic Group		2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Malay	%	98.7	97.8	97.6	99.2	99.3	99.2	98.8	97.9	98.7	97.0
Chinese	%	95.4	96.0	94.7	96.0	97.2	92.3	91.3	92.9	95.0	93.3
Indian	%	93.9	92.1	91.7	94.3	96.3	95.0	92.0	91.1	91.1	92.2
Others	%	72.9	65.8	64.5	71.4	69.3	65.0	66.7	66.9	63.3	62.3
Overall	%	96.1	95.9	95.0	96.7	97.4	94.8	94.1	94.1	95.3	94.1

Note: 1) Students who offer the subject at a more demanding level are also taken into consideration.

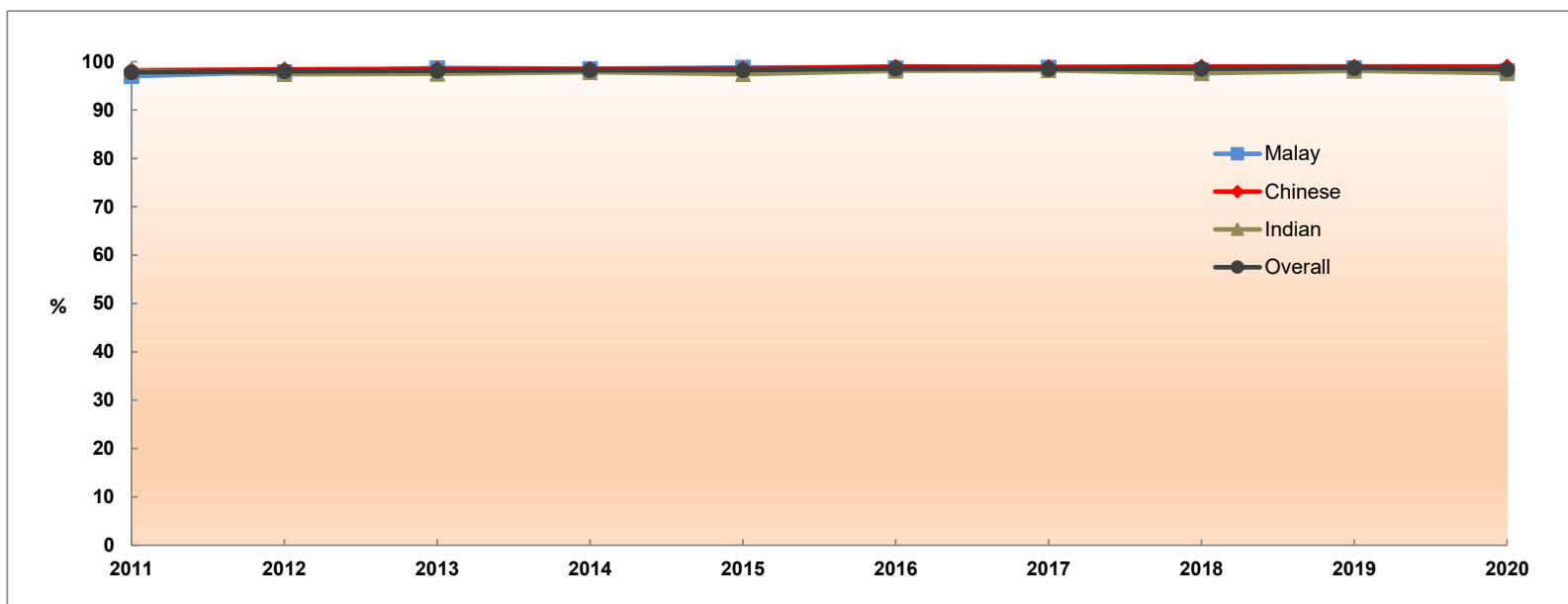
45 PERCENTAGE OF N(T)-LEVEL STUDENTS WHO PASSED MATHEMATICS



Ethnic Group		2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Malay	%	46.6	55.3	56.3	59.8	60.4	69.4	73.4	73.9	73.0	74.8
Chinese	%	71.2	76.2	77.6	77.6	80.2	86.7	87.1	88.1	87.1	88.1
Indian	%	49.8	57.2	60.5	65.3	62.9	73.6	77.2	74.6	79.0	73.2
Others	%	74.6	69.3	69.2	76.6	78.4	83.7	85.6	82.8	81.2	87.5
Overall	%	60.1	66.2	67.8	69.0	70.6	78.6	80.3	80.4	80.1	80.8

Note: 1) Students who offer the subject at a more demanding level are also taken into consideration.

46 PERCENTAGE OF O-LEVEL COHORT THAT PROGRESSED TO POST-SECONDARY EDUCATION

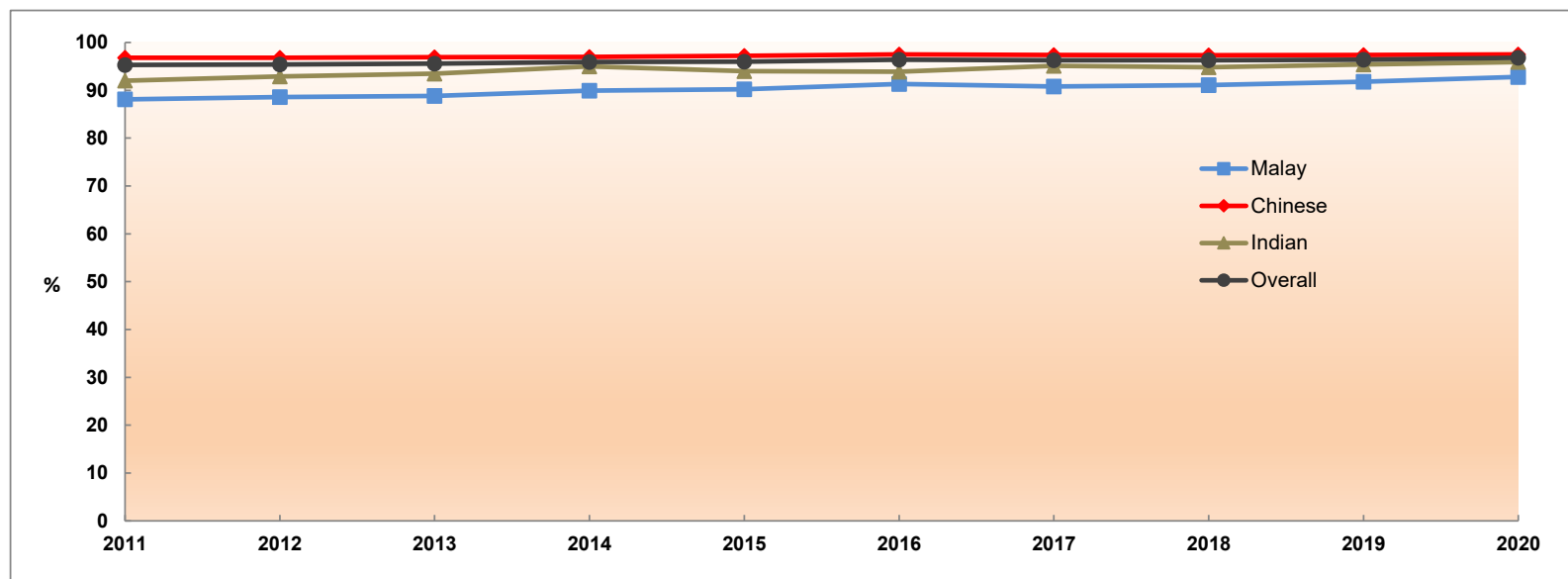


Ethnic Group		2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Malay	%	97.0	97.9	98.7	98.5	98.8	98.7	98.8	98.3	98.7	98.1
Chinese	%	98.2	98.4	98.5	98.5	98.6	99.0	98.9	99.0	99.0	99.0
Indian	%	98.1	97.4	97.5	97.8	97.4	98.1	98.2	97.6	98.1	97.6
Others	%	91.1	90.0	90.7	91.3	91.6	92.1	93.3	92.6	94.3	93.2
Overall	%	97.8	98.0	98.1	98.2	98.2	98.6	98.5	98.5	98.7	98.4

Note: 1) Figures for 2016 - 2020 are preliminary as students from the same cohort could be admitted to post-secondary education institutions later. Data for 2020 may be under-estimates as the admission data for 2021 into private education institutions is not available yet.

2) Figures include participation in Junior Colleges, Millennia Institute, Polytechnics, Institute of Technical Education (ITE), LASALLE College of the Arts, Nanyang Academy of Fine Arts and other private education institutions, and take into account of students who have left the country. From 2015 onwards, figures also include participation in Privately-Funded Schools and Foreign System Schools.

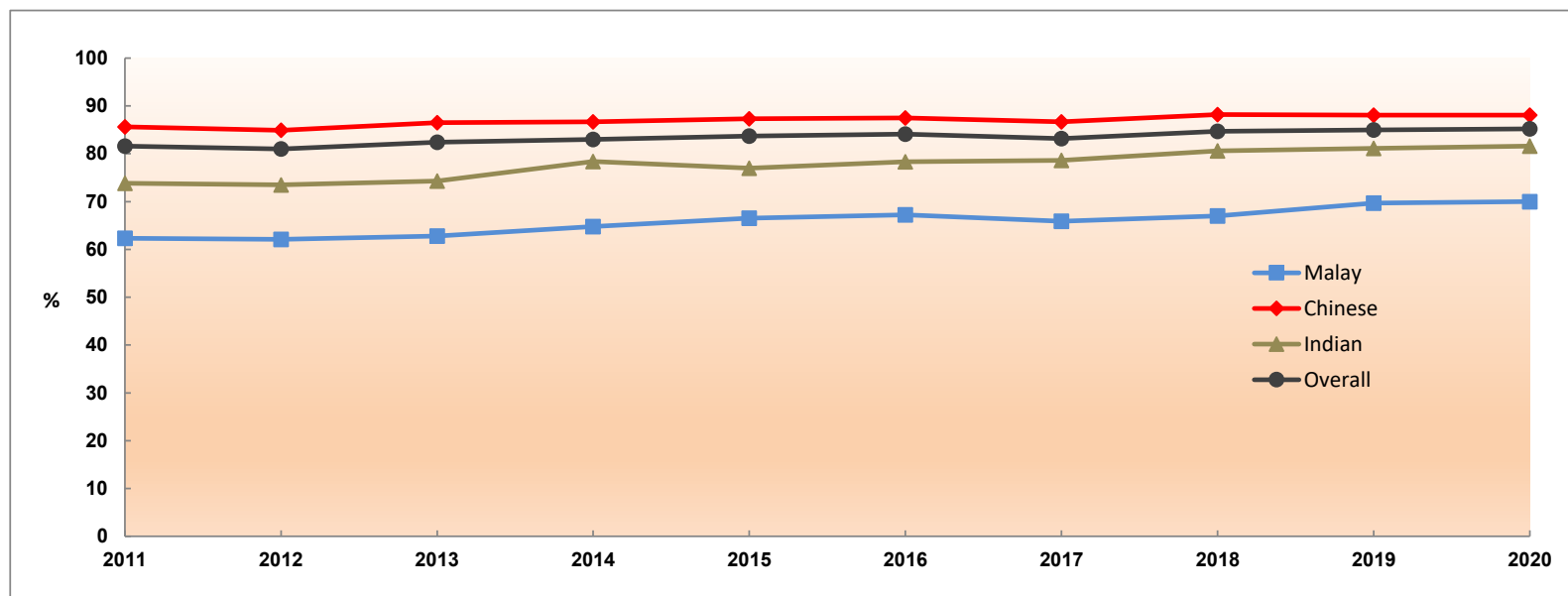
47 PERCENTAGE OF O-LEVEL STUDENTS WITH AT LEAST 3 O-LEVEL PASSES



Ethnic Group		2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Malay	%	88.1	88.6	88.8	89.9	90.2	91.3	90.8	91.1	91.8	92.8
Chinese	%	96.8	96.8	96.9	97.0	97.2	97.5	97.4	97.3	97.4	97.5
Indian	%	92.0	92.9	93.5	95.0	94.0	93.9	95.1	94.8	95.4	95.9
Others	%	95.5	94.0	94.3	94.6	95.6	94.4	96.5	95.5	95.0	96.5
Overall	%	95.3	95.4	95.6	95.9	96.0	96.4	96.3	96.3	96.4	96.8

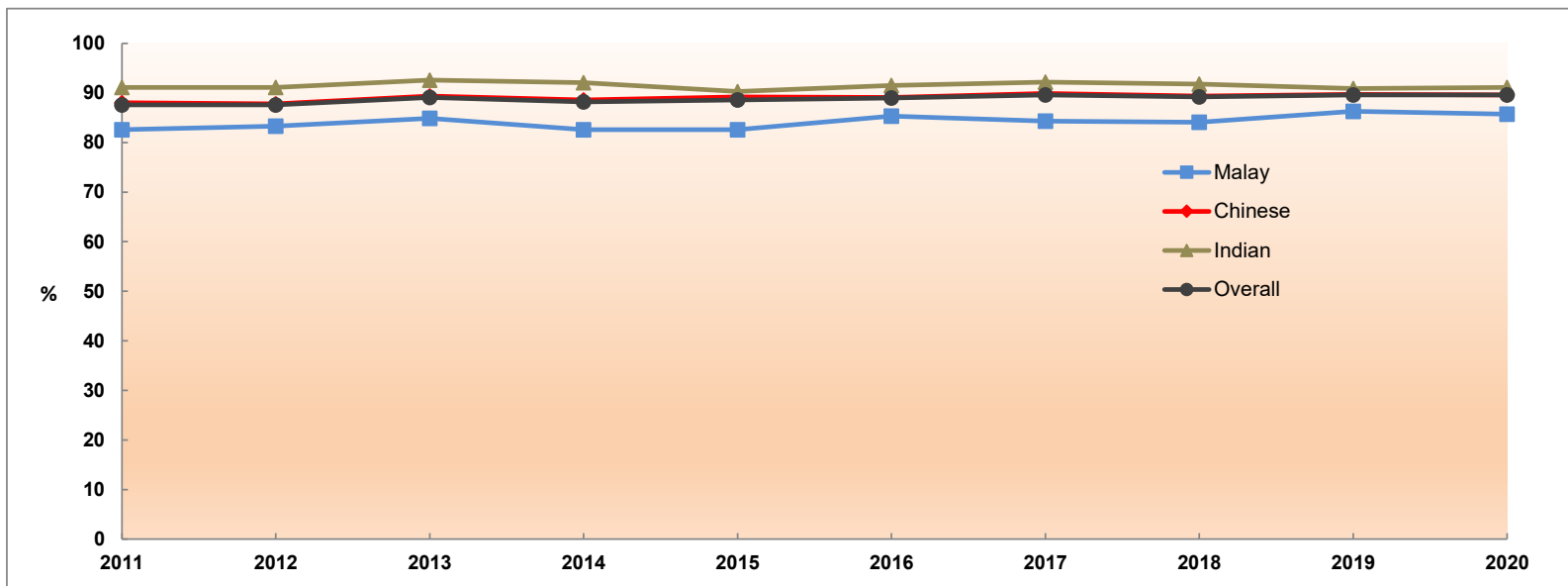
Note: 1) Figures exclude Integrated Programme (IP) students.
2) Figures include all school candidates except those who took O-Level subjects not in their graduating year.

48 PERCENTAGE OF O-LEVEL STUDENTS WITH AT LEAST 5 O-LEVEL PASSES



Note: 1) Figures exclude Integrated Programme (IP) students.
2) Figures include all school candidates except those who took O-Level subjects not in their graduating year.

49 PERCENTAGE OF O-LEVEL STUDENTS WHO PASSED ENGLISH LANGUAGE

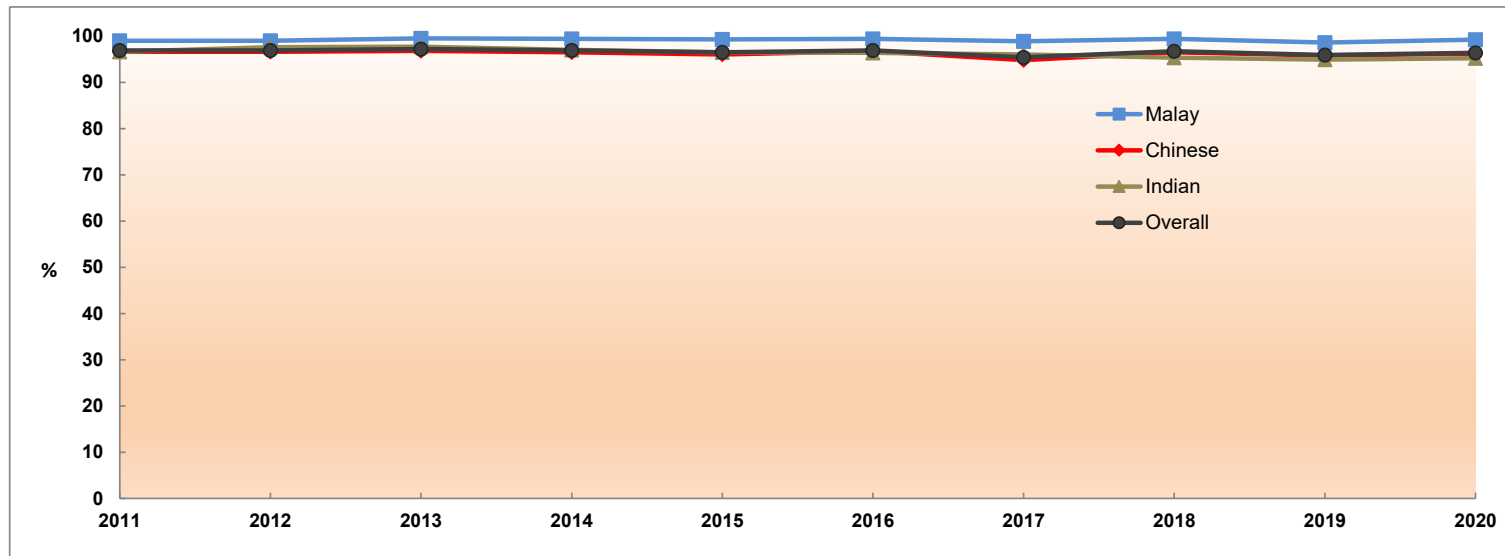


Ethnic Group		2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Malay	%	82.6	83.3	84.9	82.6	82.6	85.3	84.3	84.1	86.3	85.7
Chinese	%	88.0	87.8	89.4	88.6	89.2	89.1	89.9	89.4	89.7	89.6
Indian	%	91.1	91.1	92.6	92.1	90.3	91.5	92.2	91.8	90.9	91.1
Others	%	90.1	90.0	90.9	90.3	91.3	92.9	93.5	92.8	92.8	93.1
Overall	%	87.6	87.6	89.1	88.2	88.6	89.0	89.6	89.2	89.6	89.6

Note: 1) Figures exclude Integrated Programme (IP) students.

2) Figures include all school candidates except those who took O-Level subjects not in their graduating year.

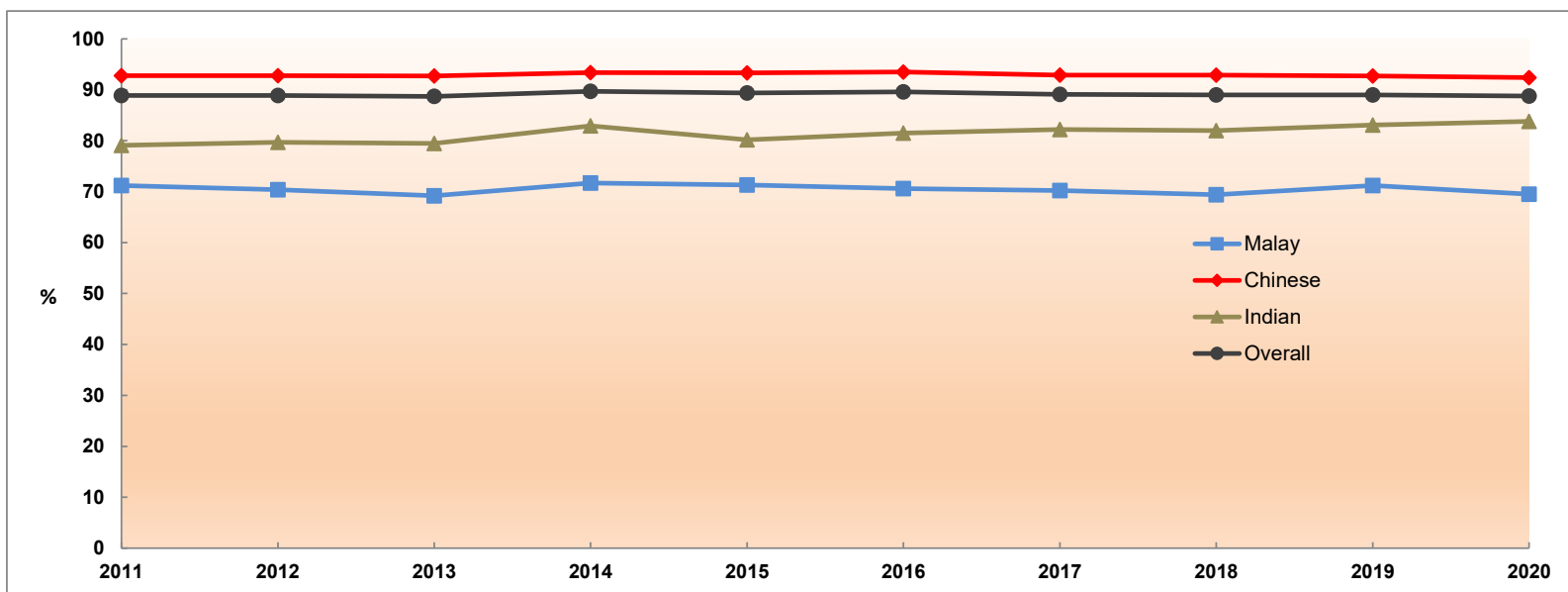
50 PERCENTAGE OF O-LEVEL STUDENTS WHO PASSED MOTHER TONGUE LANGUAGE



Ethnic Group		2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Malay	%	99.0	99.0	99.5	99.4	99.3	99.4	98.9	99.4	98.6	99.2
Chinese	%	96.6	96.6	96.8	96.5	96.0	96.7	94.8	96.5	95.8	96.2
Indian	%	96.6	97.6	97.7	97.0	96.5	96.4	96.0	95.3	94.9	95.2
Others	%	89.4	90.6	90.6	90.4	91.2	87.2	86.0	89.5	86.2	91.0
Overall	%	96.9	96.9	97.2	96.9	96.5	96.9	95.4	96.7	95.9	96.4

Note: 1) Figures exclude Integrated Programme (IP) students.
2) Figures include all school candidates except those who took O-Level subjects not in their graduating year.

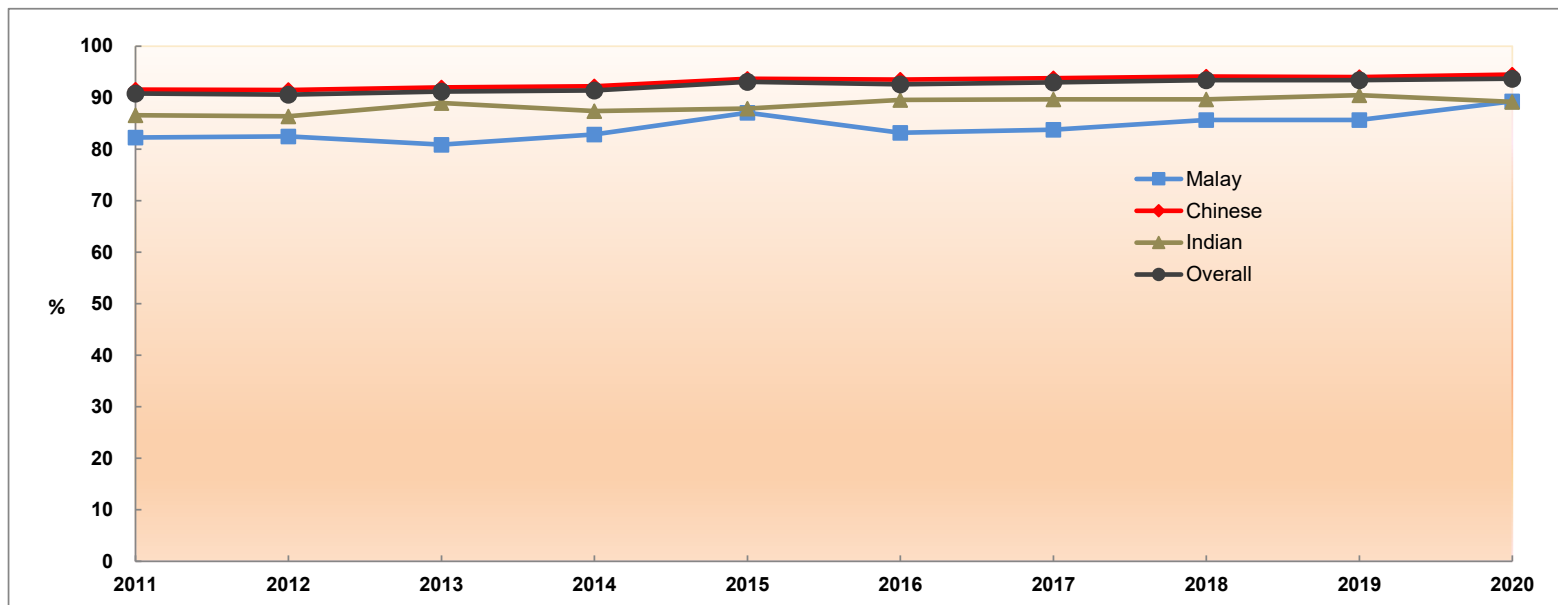
51 PERCENTAGE OF O-LEVEL STUDENTS WHO PASSED MATHEMATICS



Ethnic Group		2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Malay	%	71.2	70.4	69.2	71.7	71.3	70.6	70.2	69.4	71.2	69.5
Chinese	%	92.8	92.8	92.7	93.4	93.3	93.5	92.9	92.9	92.7	92.4
Indian	%	79.1	79.7	79.5	82.9	80.2	81.5	82.2	82.0	83.1	83.8
Others	%	90.1	88.8	86.0	88.7	88.2	85.3	89.4	86.9	88.1	89.0
Overall	%	88.9	88.9	88.7	89.7	89.4	89.6	89.1	89.0	89.0	88.8

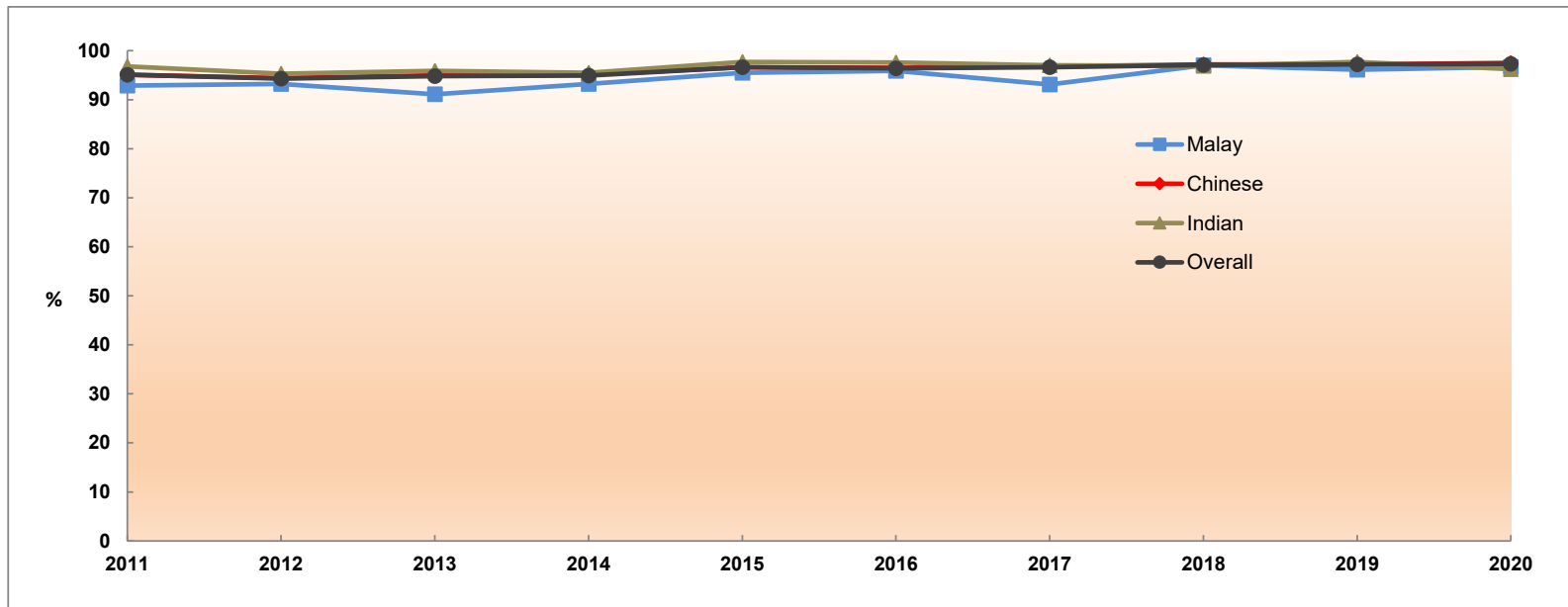
Note: 1) Figures exclude Integrated Programme (IP) students
 2) Figures include all school candidates except those who took O-Level subjects not in their graduating year.

52 PERCENTAGE OF A-LEVEL STUDENTS WITH AT LEAST 3 'H2' PASSES & PASS IN GP / KI



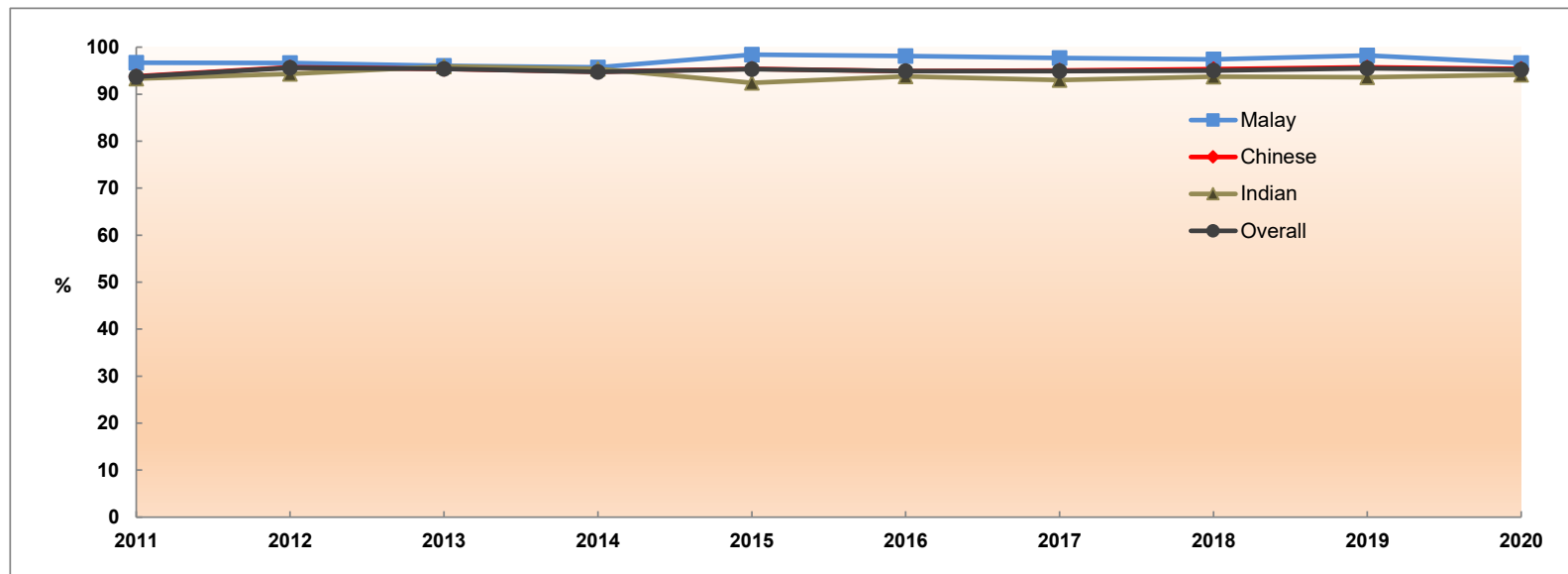
Ethnic Group		2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Malay	%	82.3	82.5	80.9	82.9	87.1	83.2	83.8	85.7	85.7	89.3
Chinese	%	91.6	91.5	92.0	92.2	93.7	93.5	93.8	94.1	94.0	94.5
Indian	%	86.6	86.4	89.0	87.4	87.9	89.6	89.7	89.7	90.5	89.2
Others	%	88.0	87.7	88.1	89.0	92.3	88.7	90.1	90.5	93.3	90.3
Overall	%	90.8	90.6	91.2	91.4	93.1	92.6	93.0	93.4	93.4	93.7

53 PERCENTAGE OF A-LEVEL STUDENTS WHO PASSED GENERAL PAPER OR KNOWLEDGE AND INQUIRY



Ethnic Group		2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Malay	%	92.9	93.2	91.1	93.2	95.5	95.9	93.1	97.0	96.1	96.7
Chinese	%	95.1	94.4	95.0	95.1	96.6	96.5	96.8	97.2	97.2	97.5
Indian	%	96.8	95.3	95.9	95.5	97.7	97.6	97.0	96.9	97.7	96.2
Others	%	93.1	90.9	91.8	91.8	95.7	94.2	95.7	96.1	97.0	96.2
Overall	%	95.1	94.3	94.8	94.9	96.6	96.4	96.6	97.1	97.2	97.3

54 PERCENTAGE OF A-LEVEL STUDENTS WHO PASSED MOTHER TONGUE LANGUAGE AT 'H1' LEVEL



Ethnic Group		2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Malay	%	96.7	96.6	96.0	95.7	98.4	98.1	97.7	97.4	98.2	96.6
Chinese	%	93.8	95.7	95.4	94.8	95.4	94.9	95.0	95.3	95.7	95.4
Indian	%	93.3	94.3	95.9	95.4	92.4	93.8	93.0	93.7	93.6	94.1
Others	%	78.4	86.2	87.0	80.3	87.2	86.7	91.7	84.3	87.6	91.4
Overall	%	93.7	95.6	95.4	94.7	95.3	94.9	94.9	95.0	95.5	95.2

APPENDICES

Milestones in the Education System

Primary Education

- 1979 **Streaming at primary levels was introduced** starting with the 1979 Primary 3 (P3) cohort – the Goh Report recommended that students be channelled to the Normal, Extended and Monolingual streams. The Normal course led to the PSLE at the end of P6. The Extended course offered a slower pace of teaching and learning, and students sat for the PSLE after 7-8 years in primary school. The Monolingual course, which helped students to acquire basic literacy and numeracy skills to prepare them for training in a skill or trade with then-Vocational and Industrial Training Board (VITB), led to the Primary School Proficiency Examination (PSPE) at the end of 8 years of schooling.
- 1991 **P3 streaming was removed, and P4 streaming (EM1, EM2 and EM3 streams) was introduced.** The 1991 Report on Improving Primary School Education recommended that streaming take place at the end of P4. Schools assessed students' performance in English Language, Mother Tongue Language (MTL) and Mathematics, and placed each student in one of the three streams, while ensuring comparable standards across schools. The students advanced to P5 in the same school.
- 1993 **Last batch of P8 Extended and P8 Monolingual students.**
- 2004 **Streaming was refined further by merging the EM1 and EM2 streams, while keeping the EM3 stream.** Distinctions between the streams were further reduced as students who were not from the EM1 stream were also allowed to opt for Higher Mother Tongue Language (HMTL) (or Standard Mother Tongue Language if they were previously offering it at the Foundational level) if they were capable of offering it at a more demanding level.
- 2005 **Schools were given the flexibility to integrate the merged EM1 and 2 stream, and EM3 stream in the teaching of non-academic subjects.** While students in EM3 stream were still taught as a group for their academic subjects, schools could organise and band their students in a manner that would achieve the best educational outcomes for them.
- 2008 **Streaming at primary levels was removed and replaced with Subject-Based Banding (SBB), starting with the 2008 P5 cohort.** Under SBB, students could offer a mix of Standard or Foundation subjects depending on their aptitude in each subject.
- 2021 **A new PSLE scoring system was implemented.** Under the new system, students were scored using eight scoring bands known as Achievement Levels (ALs), with the AL reflecting each students' level of achievement, rather than how he/she had performed relative to his/her peers. This also reduced fine differentiation of students' academic results at a young age.

Secondary Education

- 1980 **Streaming at secondary levels was introduced.** Under the New Education System (Secondary) [NES(S)], students promoted to Secondary 1 (Sec 1) were channelled to one of three courses at the secondary level based on their PSLE results – the Normal course, Express course, or Special course. Students in the Normal course would sit for the N-Level examination at the end of four years and take the O-Level examination in the fifth year. Students in the Express course would take EL as a first language and MTL as a second language, and sit for the O-Level examination at the end of four years. Students in the Special course would take both EL and MTL as first languages (i.e. HMTL) and complete their secondary education in four years by sitting for the O-Level examination.
- 1988 **Independent Schools (IS) were established** – The first three independent schools, Anglo-Chinese School (Independent), St Joseph's Institution, and The Chinese High School attained their Independent School status in 1988. The Singapore Chinese Girls' School and Methodist Girls' School followed suit in 1989, Raffles Institution in 1990, and Raffles Girls' School and Nanyang Girls' High School in 1993. These schools are given greater autonomy to develop innovative academic and non-academic programmes, some of which could then be replicated across all our schools.
- 1994 **The Normal course was split into Normal (Academic) [N(A)] and Normal (Technical) [N(T)] courses.** Sec 1 N(T) course was introduced to cater to students who were more technically-inclined. It prepares them for technical-vocational education and training in the Institute of Technical Education (ITE), but students could also transfer to the N(A) course if they performed well in their N(T)-Level examination at the end of four years.
- 1994 **Autonomous Schools were established.** A number of non-independent schools were given greater autonomy as well as additional funding to develop a wider range of programmes to enhance their students' learning experience and hone their talents.
- 2002 **Students in the N(A) course were allowed to offer out-of-stream or higher-level subjects at upper secondary, starting with the 2003 Sec 3N(A) cohort.** This provision was extended to students in the N(T) course from the 2006 Sec 3N(T) cohort. Schools were encouraged to adopt a more customised approach and stretch academically stronger students in their areas of strengths, which would better prepare them for post-secondary education.
- 2004 **The Integrated Programme was introduced** as a six-year programme for academically strong students who prefer a more independent and less structured learning approach. The programme aims to develop students according to their aptitudes and interests by engaging them in broader learning experiences in both academic and non-academic aspects of the curriculum. Students proceed to pre-university education without sitting for the O-Level examination.

- 2004 **Direct School Admission (DSA) was introduced** as an alternative admissions mechanism to secondary school. It allows students to enter secondary schools based on their aptitudes and talents in a diverse range of areas (e.g. in sports or performing arts) beyond what is demonstrated through the PSLE.
- 2004 **The Singapore Sports School welcomed its inaugural batch of students.** It was the first Specialised Independent School offering an integrated academic and sports programme. Apart from offering the O-Level examination, the school also has several post-secondary through-train pathways.
- 2005 **The progression structure for the N(T) course was revised to provide additional pathways for “lateral” transfers to the Normal (Academic) course,** e.g. Sec 2N(T)-to-Sec 2N(A). This provided greater flexibility and choice to students who demonstrated the ability to cope with the rigour of the more academically demanding course. The Sec 4N(T)-to-Sec 4N(A) lateral transfer replaced the previous provision for promotion from Sec 4N(T)-to-Sec 5N(A).
- 2005 **NUS High School of Mathematics and Science, a Specialised Independent School, welcomed its inaugural batch of students.** NUS High aims to bring together top students in the fields of Mathematics and Science and nurture well-rounded and world-ready scientific minds.
- 2007 **NorthLight School, Singapore’s first Specialised School, was established** to better cater to students who benefit from a more customised and vocational curriculum.
- 2008 **The Special and Express courses were merged into the Express Course,** to allow more students to offer MTL at the first language level (i.e. HMTL).
- 2008 **The School of the Arts welcomed its inaugural batch of students.** It is a Specialised Independent School offering a dedicated development path for those who have strong interest and early talent in the arts.
- 2008 **Assumption Vocational Institute was re-modelled into the Assumption Pathway School,** Singapore’s second Specialised School. Like NorthLight School, it takes a whole-school approach towards educating students who benefit more from a hands-on and practical approach to learning.
- 2010 **The School of Science and Technology, a Specialised Independent School welcomed its inaugural batch of students.** It aims to cater to develop students through the real-world application of Science, Technology, Engineering, Arts and Mathematics (STEAM).
- 2013 **Crest Secondary, the first Specialised School for Normal (Technical) (SSNT) students, welcomed its inaugural batch of students.** The school provides a

customised curriculum to cater to N(T) students who have an interest in practice-oriented, hands-on learning.

- 2014 **Spectra Secondary, the second SSNT, welcomed its inaugural batch of students.**
- 2014 **Subject-Based Banding (Secondary) [(SBB (Sec)] was piloted in 12 Prototype Schools.** SBB (Sec) provides lower secondary N(A) and N(T) students the flexibility to take some subjects at a more demanding level – English Language, Mathematics, Science or MTL (i.e. the PSLE subjects). This is an extension of out-of-stream provisions at the upper secondary level.
- 2018 **Subject-Based Banding (Secondary) [(SBB (Sec)] was expanded** to all secondary schools offering the N(A) and/or N(T) course from Sec 1.
- 2020 **Full Subject Based Banding (Full SBB) was piloted in 28 secondary schools.** Under the Full SBB pilot, students from the N(A) and N(T) course may take Humanities subjects at a more demanding level from Sec 2. Students in these schools also offer a common curriculum for six subjects in mixed form classes at lower secondary.
- 2021 **ITE Skills Subject Certificate (ISSC) was introduced,** starting with the 2021 Secondary 3 cohort in SSNTs, to provide SSNT students with a broad-based curriculum that widens exposure to different industry growth areas.

Post-Secondary Education

Pre-University

- 1969 **Junior college education was introduced** to improve the quality of education at pre-university level. National Junior College was the first Junior College.
- 1979 **A three-year Pre-University course was introduced** in several secondary schools (Pre-U Centres) to (i) provide an extra year for non-English stream students to upgrade their proficiency in the English Language; and (ii) cater to students who require an extra year to suit their pace of learning.
- 1987 **Centralised Institutes were introduced.** They offered the same A-Level courses as Junior Colleges, but with a greater emphasis on commerce subjects. All their students sit for the A-Level examination at the end of three years, compared to students from the Junior Colleges, who typically do so at the end of two years.
- 1995 **Pre-U Centres were phased out due to the implementation of Single Session Schools.**

- 2000 **The A-Level commerce course in Junior Colleges was phased out** because the polytechnics already offered a commerce course and could take in more students than before.
- 2004 **Millennia Institute was established** through the merger of Outram Institute and Jurong Institute, the two remaining Centralised Institutes. It is the only Pre-University institution to offer the commerce stream.
- 2004 **The International Baccalaureate Diploma Programme was introduced** as an alternative to the A-Level examinations. Its introduction adds to the diversity of post-education pathways within our education system.
- 2005 **Direct School Admission (DSA) was introduced** as an alternative admission mechanism to Junior College. It allows students to enter Junior Colleges based on their aptitudes and talents (e.g. in sports or performing arts) beyond what is demonstrated through the O-Level examination.

Polytechnic

- 1954 **Singapore Polytechnic** was established to meet the manpower needs of industrialisation.
- 1963 **Ngee Ann College** was inaugurated as an independent college. It later became Ngee Ann Technical College in 1968 and then Ngee Ann Polytechnic in 1981.
- 1990 **Temasek Polytechnic**, Singapore's third polytechnic, was established to cater to the growing number of people opting for polytechnic education, and helped widen the range of courses to meet industry needs. It was the first major tertiary institution in the east.
- 1992 **Nanyang Polytechnic**, Singapore's fourth polytechnic, was established and enrolled its pioneer batch of students in its School of Health Sciences and School of Business Management. The courses offered were new options at the diploma level at that time.
- 2002 **Republic Polytechnic**, Singapore's fifth polytechnic, was established to cater to the need for increased capacity for pre-employment training. It admitted its first batch of students in 2003.
- 2006 **Polytechnic admission criteria were broadened** to recognise a wider range of aptitudes and talents other than academic achievements, with the introduction of the Joint Polytechnic Special Admissions Exercise (JPSAE) in 2006 and Direct Polytechnic Admission Exercise (DPA) in 2007.

- 2013 **The one-year Polytechnic Foundation Programme (PFP)** was rolled out to provide an alternative education pathway to prepare students who had performed very well in their GCE N(A)-Level examinations for entry into relevant polytechnic diploma courses.
- 2015 **SkillsFuture Earn and Learn Programme (ELP), now known as SkillsFuture Work-Study Diplomas/Post-Diplomas/Certificates, was launched** as a 12- to 18-month programme to give polytechnic and ITE graduates a head-start in careers related to their discipline of study.
- 2016 **Aptitude-based admissions to polytechnics were enhanced** with the newly-introduced Polytechnic Early Admissions Exercise (EAE), which expanded the allowance for students to gain admission to the polytechnics based on their aptitude and interest related to their intended fields of study.

Institute of Technical Education

- 1958 **The Adult Education Board (AEB) was established** to promote education for adults after the end of Second World War.
- 1961 **Vocational schools were introduced** to provide two-year vocational courses for over-age primary school leavers who did not qualify for admission to secondary schools. By 1969, these were eventually merged with academic schools, converted to vocational institutes (VIs), or phased out due to falling demand.
- 1964 **The Singapore Vocational Institute was established** as the first VI to prepare premature school leavers and O-Level holders for post-secondary technical education or employment. By 1979, the rapidly growing pace of industrialisation saw the establishment of 12 more VIs.
- 1969 **The Singapore Technical Institute (STI) was established** to meet the industry's requirement for industrial technicians. STI's courses helped bridge the gap between the trade courses offered in the VIs, and the three-year technician diploma courses at Singapore Polytechnic and the Ngee Ann Technical College.
- 1973 **The Industrial Training Board (ITB) was established** to centralise, co-ordinate and promote all forms of skills training both in education and in the industry itself.
- 1979 **The Vocational & Industrial Training Board (VITB) was established** as a statutory board as a result of a merger of AEB & ITB, and took charge of the VIs.
- 1992 **The VITB was restructured into the Institute of Technical Education (ITE).** The primary role of ITE was to ensure that its graduates had technical knowledge and skills that were relevant to industry. ITE also became the national authority for the setting of skills standards and the certification of skills in Singapore.

- 2005 **ITE implemented the ‘One ITE System, Three Colleges’ model**, which saw the restructuring of the 10 ITE institutes into three regional colleges.
- 2008 **The Direct-Entry-Scheme to *Higher Nitec* Programme (DES) was launched** as an alternative pathway for Secondary 4 Normal (Academic) students. Under the DES, students who complete their GCE N(A)-Level examinations can progress to *Higher Nitec* courses directly instead of taking the GCE O-Level examinations at Secondary 5.
- 2013 **The Direct-Entry-Scheme to Polytechnic Programme (DPP) replaced the DES.** It allows selected students who have completed their GCE N(A)-Level examinations to progress directly to a *Higher Nitec* programme in ITE, and subsequently to a related polytechnic diploma course.
- 2018 **Aptitude-based admissions to ITE was enhanced** with the newly-introduced ITE Early Admissions Exercise, which allows secondary school and *Nitec* students to gain admission to *Nitec* and *Higher Nitec* courses based on their aptitude and interest related to their intended fields of study. The new ITE Work-Learn Technical Diploma (WLTD), now known as ITE SkillsFuture Work-Study Diploma, aims to provide a pathway for skills deepening and career progression in partnership with industry to both fresh and in-employment ITE graduates.

University Education

- 1956 **Nanyang University (Nantah or NU) admitted its first batch of students.** It was formed in response to greater demand for higher education in the Chinese language medium.
- 1962 **The University of Singapore (SU) was set up** after its split from the University of Malaya.
- 1980 **The National University of Singapore (NUS) was established** with the merger of SU and NU. It promoted English as Singapore's main language.
- 1981 **The Nanyang Technological Institute (NTI) was established** to produce practice-oriented programmes for engineers who wished to concentrate on application. NTI admitted its first batch of students in 1982.
- 1991 **The NTI was re-constituted to Nanyang Technological University (NTU)** to increase the number of university places.
- 2000 **The Singapore Management University (SMU) was established** as Singapore's first Autonomous University. SMU was established as a city campus

to facilitate a closer nexus with businesses for its degree and executive programmes.

- 2005 **Duke-NUS Medical School (Duke-NUS) was established** as a collaboration between NUS and Duke University. As our only graduate medical school, it adds diversity to the medical education landscape and provides an avenue to train clinician-scientists.
- 2005 **SIM University (UniSIM) was established** as a private university dedicated to adult learners. It began offering publicly-subsidised part-time undergraduate degree programmes in 2008, and publicly-subsidised full-time degree programmes in 2014.
- 2009 **The Singapore Institute of Technology (SIT) was established** to provide an improved upgrading pathway for polytechnic graduates to obtain industry-relevant degrees offered in partnership with overseas universities. It admitted its first batch of students in 2010.
- 2009 **The Singapore University of Technology and Design (SUTD) was established** as Singapore's fourth Autonomous University in collaboration with the Massachusetts Institute of Technology (MIT) and Zhejiang University. It admitted its first batch of students in 2012.
- 2010 **The Lee Kong Chian School of Medicine (LKC Medicine) was established** as Singapore's third medical school, as a collaboration between NTU and Imperial College London. It admitted its first batch of students in 2013.
- 2011 **Yale-NUS College (YNC) was established** as a collaboration between NUS and Yale University to offer a liberal arts education. It admitted its first batch of students in 2013.
- 2014 **SIT attained the status of Autonomous University** and further added to the diversity of the university landscape in Singapore by pioneering a new applied degree pathway, along with SIM University (UniSIM). SIT launched its own degree programmes in Accountancy, Infocomm Technology and Sustainable Infrastructure Engineering (Land), and UniSIM launched its first full-time degree programmes in Accountancy, Finance, Marketing and Human Resource Management.
- 2017 **UniSIM was renamed as the Singapore University of Social Sciences (SUSS) and attained the status of Autonomous University.** SUSS offers full-time and part-time degree programmes that are designed to support the needs of working adults and those who prefer an applied education. The focus of its programmes is in the domain of the social sciences, as well as disciplines that have a strong impact on human and community development, such as social work, early childhood education, human resource management, and law (focusing on family and criminal law).

- 2017 **The first SkillsFuture Work-Study Degree Programme** by SIT and SUSS was launched together with partner companies, to further tighten the nexus between education and training.

Arts Institutions

- 1938 **Nanyang Academy of Fine Arts (NAFA) was established** by Chinese artist and art educator Lim Hak Tai. As Singapore's pioneer arts education institution, the school was modelled after the Chinese art academies but with a balance of Western and Chinese art traditions in its curriculum.
- 1982 **NAFA launched a full-time Diploma in Applied Arts course**, the first institution to do so in Singapore. Courses in computer graphic design were also offered.
- 1984 **The St Patrick's Arts Centre, later renamed LASALLE College of the Arts, was founded** by Brother Joseph McNally, a teacher with the De La Salle Order of Brothers and the former principal of St Patrick's Secondary School. LASALLE College of the Arts offered diploma courses in painting, ceramics, sculpture and music.
- 1998 **MOE announced funding for diploma programmes** offered at the Arts Institutions, i.e. LASALLE and NAFA.
- 2010 **MOE announced funding for selected degree programmes at the Arts Institutions**, offered in partnership with overseas universities.
- 2011 **NAFA launched its first publicly-funded degree programme**, the Bachelor of Music (Hons), in partnership with the Royal College of Music, London.
- 2012 **LASALLE began offering publicly-funded bachelor's degree programmes** in partnership with Goldsmiths College, University of London.
- 2018 **NAFA launched the NAFA Foundation Programme** as a pathway for N(A)-level students who demonstrate interest and aptitude in the arts, to articulate into one of NAFA's diploma programmes. The 35-week programme aims to strengthen students' foundation in various creative arts disciplines to better prepare them for entry into the diploma programmes, similar to that of the Polytechnic Foundation Programme.
- 2021 **NAFA launched three new publicly-funded bachelor's degree programmes** in partnership with University of the Arts London.

2021 **MOE announced that Singapore's first university of the arts would be established in an alliance between LASALLE and NAFA.** This will be a private university of the arts, supported by the Government. Within the alliance, LASALLE and NAFA will remain separate legal entities and distinct colleges offering their own programmes.

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CLASSIFICATION OF ITE COURSES (2020)

CLASSIFICATION OF NATIONAL ITE CERTIFICATE (*NITEC*) PROGRAMMES (2020)

1.	ENGINEERING	<i>Nitec</i> in Aerospace Avionics <i>Nitec</i> in Aerospace Machining Technology <i>Nitec</i> in Aerospace Technology <i>Nitec</i> in Automotive Technology <i>Nitec</i> in Automotive Technology (Heavy Vehicles) <i>Nitec</i> in Automotive Technology (Light Vehicles) <i>Nitec</i> in Built Environment (Air-Conditioning & Refrigeration) <i>Nitec</i> in Built Environment (Mechanical & Electrical Services) <i>Nitec</i> in Built Environment (Mechanical & Electrical Services) (3-years) <i>Nitec</i> in Built Environment (Vertical Transportation) <i>Nitec</i> in Digital & Precision Engineering <i>Nitec</i> in Electrical Technology (Lighting & Sound) <i>Nitec</i> in Electrical Technology (Power & Control) <i>Nitec</i> in Mechanical Technology <i>Nitec</i> in Mechanical Technology (3-years) <i>Nitec</i> in Mechatronics & Robotics <i>Nitec</i> in Rapid Transit Technology <i>Nitec</i> in Urban Greenery & Landscape
2.	ELECTRONICS & INFOCOMM TECHNOLOGY	<i>Nitec</i> in Electronics, Computer Networking & Communications <i>Nitec</i> in Electronics & Internet of Things <i>Nitec</i> in Infocomm Technology <i>Nitec</i> in Microelectronics <i>Nitec</i> in Security Technology <i>Nitec</i> in Web Applications
3.	DESIGN & MEDIA	<i>Nitec</i> in Architectural Technology <i>Nitec</i> in Digital Animation <i>Nitec</i> in Fashion Apparel Production & Design <i>Nitec</i> in Interior & Exhibition Design <i>Nitec</i> in Product Design <i>Nitec</i> in Visual Communication <i>Nitec</i> in Video Production

4.	BUSINESS & SERVICES	<i>Nitec in Beauty & Wellness</i> <i>Nitec in Business Administration</i> <i>Nitec in Business Services</i> <i>Nitec in Finance Services</i> <i>Nitec in Fitness Training</i> <i>Nitec in Floristry</i> <i>Nitec in Hair Fashion & Design</i> <i>Nitec in Logistics Services</i> <i>Nitec in Retail Services</i> <i>Nitec in Retail Services (3 years)</i> <i>Nitec in Travel & Tourism Services</i>
5.	APPLIED & HEALTH SCIENCES	<i>Nitec in Applied Food Science</i> <i>Nitec in Chemical Process Technology</i> <i>Nitec in Community Care & Social Services</i> <i>Nitec in Nursing</i> <i>Nitec in Opticianry</i>
6.	HOSPITALITY	<i>Nitec in Asian Culinary Arts</i> <i>Nitec in Hospitality Operation</i> <i>Nitec in Pastry & Baking</i> <i>Nitec in Western Culinary Arts</i>

**CLASSIFICATION OF DIPLOMA AND HIGHER NATIONAL ITE CERTIFICATE
(HIGHER NITEC) PROGRAMMES (2020)**

1.	ENGINEERING	<i>Technical Engineer Diploma in Automotive Engineering</i> <i>Technical Engineer Diploma in Machine Technology</i> <i>Higher Nitec in Automotive Engineering</i> <i>Higher Nitec in Civil & Structural Engineering Design</i> <i>Higher Nitec in Electrical Engineering</i> <i>Higher Nitec in Engineering with Business</i> <i>Higher Nitec in Facility Management</i> <i>Higher Nitec in Facility Systems Design</i> <i>Higher Nitec in Integrated Mechanical & Electrical Design</i> <i>Higher Nitec in Landscape Management & Design</i> <i>Higher Nitec in Marine Engineering</i> <i>Higher Nitec in Marine & Offshore Technology</i> <i>Higher Nitec in Mechanical Engineering</i> <i>Higher Nitec in Mechatronics Engineering</i> <i>Higher Nitec in Offshore & Marine Engineering Design</i> <i>Higher Nitec in Precision Engineering</i> <i>Higher Nitec in Process Plant Design</i> <i>Higher Nitec in Rapid Transit Engineering</i> <i>Higher Nitec in Robotic & Smart Systems</i>
2.	ELECTRONICS & INFOCOMM TECHNOLOGY	<i>Higher Nitec in Broadcast & Media Technology</i> <i>Higher Nitec in Business Information Systems</i> <i>Higher Nitec in Cyber & Network Security</i> <i>Higher Nitec in Electronics Engineering</i> <i>Higher Nitec in Games Art & Design</i> <i>Higher Nitec in Games Programming & Development</i> <i>Higher Nitec in IT Applications Development</i> <i>Higher Nitec in IT Systems & Networks</i> <i>Higher Nitec in Security System Integration</i>
3.	BUSINESS & SERVICES	<i>Higher Nitec in Accounting</i> <i>Higher Nitec in Banking Services</i> <i>Higher Nitec in Beauty & Wellness Management</i> <i>Higher Nitec in Early Childhood Education</i> <i>Higher Nitec in Event Management</i> <i>Higher Nitec in Financial Services</i> <i>Higher Nitec in Human Resources & Administration</i> <i>Higher Nitec in International Logistics</i> <i>Higher Nitec in Leisure & Travel Operations</i> <i>Higher Nitec in Maritime Business</i> <i>Higher Nitec in Passenger Services</i> <i>Higher Nitec in Retail and Online Business</i> <i>Higher Nitec in Service Management</i> <i>Higher Nitec in Sport Management</i>

4.	APPLIED & HEALTH SCIENCES	<i>Higher Nitec in Biotechnology</i> <i>Higher Nitec in Chemical Technology</i> <i>Higher Nitec in Paramedic & Emergency Care</i>
5.	DESIGN & MEDIA	<i>Higher Nitec in Architectural Technology</i> <i>Higher Nitec in Filmmaking (Cinematography)</i> <i>Higher Nitec in Interactive Design</i> <i>Higher Nitec in Motion Graphics</i> <i>Higher Nitec in Performance Production</i> <i>Higher Nitec in Space Design Technology</i> <i>Higher Nitec in Visual Effects</i> <i>Higher Nitec in Visual Merchandising</i>
6.	HOSPITALITY	<i>Technical Diploma in Culinary Arts</i> <i>Higher Nitec in Culinary Arts</i> <i>Higher Nitec in Hospitality Operations</i> <i>Higher Nitec in Pastry & Baking</i>

CLASSIFICATION OF POLYTECHNIC COURSES¹ (2020)

1.	APPLIED ARTS	Animation Animation & 3D Arts Animation & Visual Effects Apparel Design & Merchandising Communication Design Design Design for User Experience Digital Animation Digital Film & Television Digital Game Art & Design Digital Visual Effects Experience & Communication Design Experience & Product Design Film, Sound & Video Game Design Games Design & Development (SP) Immersive Media & Game Design Industrial Design Interaction Design Interior Architecture & Design Interior Design Media Post-Production Media Production & Design Motion Graphics & Broadcast Design Motion Graphics Design Music & Audio Technology Product and Industrial Design Sonic Arts Spatial Design Visual Communication Visual Communication & Media Design Visual Effects & Motion Graphics
2.	ARCHITECTURE, BUILDING & REAL ESTATE	Architecture Environment Design Facilities Management Hotel & Leisure Facilities Management Integrated Facility Management Landscape Architecture Landscape Design & Horticulture Real Estate Business Sustainable Architectural Design Sustainable Urban Design & Engineering

¹ Courses with the same name could be classified under more than one category depending on the specific programme offered by the polytechnic.

3.	BUSINESS & ADMINISTRATION	Accountancy Accountancy & Finance Accounting & Finance Arts Business Management Arts & Theatre Management Banking & Finance Banking & Financial Services Business Business Administration Business Management Business & Social Enterprise Business Studies Common Business Programme Consumer Behaviour & Research Customer Experience Management with Business Financial Informatics (SP & NYP) Fund Management & Administration Hospitality & Tourism Management Hotel & Hospitality Management Human Resource Management with Psychology Integrated Events & Project Management Integrated Events Management International Trade & Business Leisure & Events Management Logistics & Operations Management Marketing Retail Management Social Enterprise Management Supply Chain Management Tourism & Resort Management (SP)
4.	EDUCATION	Child Psychology & Early Education Early Childhood Development & Education Early Childhood Education Early Childhood Studies Tamil Studies with Early Education
5.	ENGINEERING SCIENCES	Advanced & Digital Manufacturing Aeronautical Engineering Aeronautical & Aerospace Technology Aerospace Avionics Aerospace Electronics Aerospace Engineering Aerospace Systems & Management Aerospace Technology Audio-visual Technology Automation & Mechatronic Systems Bioengineering Biologics & Process Technology Biomedical Engineering Business Process & Systems Engineering Chemical Engineering (SP) Chemical & Biomolecular Engineering

		Chemical & Pharmaceutical Technology Civil Engineering Clean Energy Clean Energy Management Common Engineering Programme Computer Engineering Digital and Precision Engineering Electrical Engineering Electrical Engineering with Eco-Design Electrical & Electronic Engineering Electronics Electronic & Computer Engineering Electronic Systems Electronics, Computer & Communications Engineering Energy Systems & Management Engineering with Business Engineering Science Engineering Systems Environmental & Water Technology Green Building & Sustainability Green Building Energy Management Industrial & Operations Management Infocomm & Media Engineering Marine Engineering Marine & Offshore Technology Mechanical Engineering Mechatronics Mechatronics Engineering Mechatronics & Robotics Microelectronics Nanotechnology & Materials Science Product Design & Innovation
6.	HEALTH SCIENCES	Biomedical Science Health Management & Promotion Health Sciences (Nursing) Health Services Management Nursing Nutrition, Health & Wellness Optometry Oral Health Therapy Pharmaceutical Sciences Pharmacy Science Sports & Exercise Sciences
7.	HUMANITIES & SOCIAL SCIENCES	Applied Drama & Psychology Chinese Studies Community Development Gerontological Management Studies Psychology Studies Social Sciences (Social Work)

8.	INFORMATION TECHNOLOGY	Applied AI & Analytics 3D Interactive Media Technology Big Data & Analytics Big Data Management & Governance Business & Financial Technology Business Informatics Business Information Systems Business Information Technology Business Intelligence & Analytics Common Infocomm Technology Cyber Security & Forensics Digital Design & Development Financial Business Informatics Financial Informatics (NP) Financial Technology Game Design & Development (TP) Game Development & Technology Infocomm & Network Engineering Infocomm & Security Infocomm Security Management Information Security & Forensics Information Technology Interactive & Digital Media IT Service Management Mobile & Network Services Multimedia & InfoComm Technology Network Systems & Security
9.	LAW	Law & Management
10.	MASS COMMUNICATION	Advertising & Public Relations Chinese Media & Communication Communications & Media Management Creative Writing for TV & New Media Mass Communication Mass Media Management Media & Communication
11.	NATURAL & MATHEMATICAL SCIENCES	Applied Chemistry Applied Food Science & Nutrition Baking & Culinary Science Biotechnology Chemical Engineering (TP) Common Science Programme Environmental Science Food, Nutrition & Culinary Science Food Science & Nutrition Food Science & Technology Marine Science & Aquaculture Materials Science Medical Biotechnology Medicinal Chemistry

		Molecular Biotechnology Perfumery & Cosmetic Science Veterinary Bioscience Veterinary Technology
12.	SERVICES	Aviation Management Aviation Management & Services Culinary & Catering Management Food & Beverage Business Maritime Business Nautical Studies Outdoor & Adventure Learning Restaurant and Culinary Operations Sport & Wellness Management Sports & Leisure Management Sports Coaching Sport Management Tourism & Resort Management (NP) Wellness & Hospitality Business

CLASSIFICATION OF LASALLE & NAFA DIPLOMA COURSES (2020)

1.	BUSINESS & ADMINISTRATION	Arts Management
2.	DESIGN & APPLIED ARTS	Advertising Animation Creative Direction for Fashion Design for Communication and Experiences Design (Furniture and Spatial) Design (Interior and Exhibition) Design (Landscape and Architecture) Design (Object and Jewellery) Fashion Design Fashion Merchandising & Marketing Graphic Communication Illustration Design with Animation Interior Design
3.	FINE & PERFORMING ARTS	Art Teaching Audio Production Dance Fine Arts Music Music Teaching Performance Theatre & Production Management Theatre (English Drama) Theatre (Mandarin Drama)
4.	MEDIA PRODUCTION	Broadcast Media Screen Media

CLASSIFICATION OF LASALLE & NAFA DEGREE COURSES (2020)

1.	DESIGN & APPLIED ARTS	Animation Art Design Communication Fashion Design & Textiles Fashion Media & Industries Interior Design Product Design
2.	FINE & APPLIED ARTS	Arts Management
3.	FINE & PERFORMING ARTS	Acting Fine Arts Music Musical Theatre
4.	MEDIA PRODUCTION	Film

CLASSIFICATION OF UNIVERSITY COURSES (2020)

1.	ACCOUNTANCY	Accountancy Accountancy & Business Business Administration (Accountancy)
2.	ARCHITECTURE, BUILDING & REAL ESTATE	Architecture Architecture and Sustainable Design Building Estate Project & Facilities Management
3.	BUSINESS & ADMINISTRATION	Air Transport Management Business Business & Computer Engineering Business & Computing Business Analytics (SUSS) Business Administration Business Management Finance Hospitality Business Human Resource Management Marketing Supply Chain Management
4.	DENTISTRY	Dentistry
5.	EDUCATION	Arts (Education) Science (Education) Early Childhood Education
6.	ENGINEERING SCIENCES	Aerospace Engineering Aerospace Engineering & Economics Aircraft Systems Engineering Bioengineering Bioengineering & Economics Chemical & Biomolecular Engineering Chemical & Biomolecular Engineering & Economics Chemical Engineering Civil Engineering Civil Engineering & Economics Computer Engineering Computer Engineering & Economics Electrical & Electronic Engineering Electrical & Electronic Engineering & Economics Electrical Engineering Electrical Power Engineering Electronics Data & Engineering Engineering Engineering Product Development Engineering Science Programme

		Engineering Systems and Design Environmental Engineering Environmental Science & Engineering Industrial & Systems Engineering Information Systems Technology and Design Marine Engineering Materials Engineering Materials Engineering & Economics Materials Science & Engineering Mechanical Design & Manufacturing Engineering Mechanical Engineering Mechanical Engineering & Economics Naval Architecture Offshore Engineering Pharmaceutical Engineering Renaissance Engineering Sustainable Infrastructure Engineering (Building Services) Sustainable Infrastructure Engineering (Land) Systems Engineering (ElectroMechanical Systems) Telematics (Intelligent Transportation Systems Engineering)
7.	FINE & APPLIED ARTS	Art, Design and Media Communication Design Digital Art and Animation (BFA) Digital Communications and Integrated Media Industrial Design Interior Design Music Theatre Studies User Experience and Game Design
8.	HEALTH SCIENCES	Biomedical Sciences Biomedical Sciences and Bio-Business Diagnostic Radiography Dietetics and Nutrition Nursing Occupational Therapy Pharmacy Physiotherapy Radiation Therapy Speech and Language Therapy
9.	HUMANITIES & SOCIAL SCIENCES	Arts & Social Science Chinese Comms & New Media Criminology & Security Economics Economics & Media Analytics Economics & Psychology Economics & Public Policy & Global Affairs English

		English Literature & Art History History Linguistics & Multilingual Studies Philosophy Philosophy, Politics and Economics Psychology Psychology & Linguistics & Multilingual Studies Psychology & Media Analytics Public Policy & Global Affairs Social Sciences Social Work Sociology YNC Arts/Science
10.	INFORMATION TECHNOLOGY	Business Analytics (NUS) Computer Science Computer Science & Economics Computer Science in Real-Time Interactive Simulation Computing & Law Data Science and Artificial Intelligence Information and Communications Technology (Information Security) Information and Communications Technology (Software Engineering) Information Engineering & Media Information Security Information Systems Interactive Media and Game Development
11.	LAW	Juris Doctor Law
12.	MASS COMMUNICATION	Communication Studies
13.	MEDICINE	Medicine Bachelor of Medicine & Bachelor of Surgery
14.	NATURAL & MATHEMATICAL SCIENCES	Biological Sciences Biological Sciences & Psychology Chemistry & Biological Chemistry Data Science and Analytics Environmental Earth Systems Science Environmental Earth Systems Science & Public Policy & Global Affairs Environmental Studies (Bio) Environmental Studies (Geog) Food Technology Mathematical and Computer Sciences Mathematics & Economics Mathematical Sciences Mathematical Sciences and Economics

		Physics & Applied Physics Physics & Mathematical Sciences Pharmaceutical Science Science
15.	SERVICES	Food Business Management (Baking and Pastry Arts) Food Business Management (Culinary Arts) Maritime Studies Public Safety and Security Sport Science & Management



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